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B O S T O N U N I V E R S I T Y

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T H E S I S

The Requirements of an Adequate Program
of Educational and Vocational Guidance,
with Special Reference to the College.

by

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(B. S. in B. A. Boston University 1932)

Submitted in partial fulfillment
of the requirements for the degree of

Master of Commercial Science

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Introduction.

During the past twenty years there has arisen in the field of education a movement fostering the growth of educational and vocational guidance. Plans have been adopted in high schools and colleges, books have been written, and guidance associations have been formed. There have been almost as many theories for conducting a guidance program as the number of writers upon the subject. The inevitable result has been the existence of a rather mild condition of chaos regarding the requirements of a suitable guidance procedure. Herein lies the problem of this thesis; to set up a plan which will tend to bring about a uniformity.

The importance of uniformity in the methods and procedures of guidance is apparent. In the first place, there are many plans in operation today which are, to say the least, unscientific; these should be entirely eliminated. Many institutions still cling to teaching methods which are no longer considered satisfactory. Secondly, there must be a uniformity in order that there may be a maximum degree of cooperation between educational institutions of the various levels. Educational systems must be so constructed that the transition from a school of one level to a school of a higher level can be made with a minimum amount of difficulty. In the third place, as the essential aim of all guidance is to make possible the proper adjustment between the individual and the world of industry, business, or professions, an attempt must be made to find the "one best way" of making this adjustment. If a suitable procedure can be decided upon, it should be given universal application, with variations to comply with particular

conditions. It is hoped that this thesis will be significant in pointing out some of the short-comings of the present systems of guidance. There are many methods which are decidedly unscientific and misleading. The writer has endeavored to demonstrate these, and has offered suggestions for their elimination. This thesis should also be significant from the standpoint of the suggested programs of educational and vocational guidance. Many of the steps represent innovations in the field of guidance which the writer believes have important practical value.

The purposes of this thesis may be stated as follows:

1. Major purpose: To determine the requirements of an adequate program of educational and vocational guidance, with special reference to the college field.

2. Minor purposes:

- a. To determine the problems of educational and vocational guidance.
- b. To analyze these problems, with special effort on the inadequacy of the present treatment.

c. To determine the proper organization and administration of a guidance department.

In the first sections of the thesis a general background of the problem at hand is given, consisting of a refutation of the pseudo-scientific methods of guidance, a brief early history of the movement, recent developments, and an analysis of plans now operating. This material is

intended merely to give a general picture of the situation, to make the problem clearer. The chapters immediately following are given to separate studies of the important problems of educational and vocational guidance. The method has been to present the problem, its past and present treatment, contemporary opinions as to its importance, and to offer suggestions for improvement. In general, the procedure has been to present the problem from three standpoints: the junior high school, the senior high school, and the college.

There follows a detailed discussion of the organization and administration of an approved guidance department, containing a number of important suggestions. The necessary qualifications and duties of the counselor are particularly stressed. The next section contains a detailed program of educational and vocational guidance suitable for the college field. The high-lights of a satisfactory procedure for junior and senior high schools are also presented. These programs are based upon the findings and suggestions of the foregoing chapters of the thesis, and represent an original effort on the part of the writer.

There is a very urgent need for research in guidance; thus far very little has been done in a constructive way. The writer has discovered that there are relatively few textbooks or comprehensive reports on the subject. It is hoped that the findings of this thesis will offer some contribution toward the advancement of educational and vocational guidance.

A. The Pseudo-Sciences and Guidance:

Introductory Statement:

Before the rise of the scientific guidance movement it was generally believed that the degree of an individual's future success could be safely predicted on the basis of certain physical characteristics. A number of pseudo-psychological methods have been employed from time to time, the most important of which will be discussed presently. It must not be assumed that the widespread acceptance of scientific methods has completely eliminated the practice of the pseudo sciences, which are for the most part wholly useless and misleading.

CHAPTER I.

Phrenology:

A BRIEF HISTORY OF THE GUIDANCE MOVEMENT century and a quarter to the time of its inception by Franz Joseph Gall, a Viennese graduate in medicine. (1) It is based upon the following assumptions: (2)

1. The mind is made up of faculties.
2. Each faculty is localized in the brain.
3. Brain areas vary in extent with the strength of the particular trait.
4. The shape of the skull corresponds to the brain areas.
5. An examination of the skull permits a complete analysis of abilities.

Phrenology, in spite of its long existence, is not gen-

1. Laird: Psychology of Selecting Men - Page 119.
2. 3-18 Lecture Notes: College Year - 1931-1932.

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Phrenology:

Phrenology, or crainoscopy, dates back a century and a quarter to the time of its inception by Franz Joseph Gall, a Viennese graduate in medicine. (1) It is based upon the following assumptions: (2)

1. The mind is made up of faculties.
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4. The shape of the skull corresponds to the brain areas.
5. An examination of the skull permits a complete analysis of abilities.

Phrenology, in spite of its long existence, is not gen-

erally accepted today because there are at least five valid refutations: (1)

1. There are no localized areas in the brain, except for certain sensory qualities.
2. Since there are no localized areas, one cannot discuss relative size of areas.
3. The shape of the skull does not conform closely to the brain.
4. The shape of the skull is determined by two important factors:
 - a. Accident at birth.
 - b. The order in which the fontanelles close.
5. The brain weight of some eminent men is slightly higher than the average; but many have a brain weight below the average.

In spite of the very evident short-comings of phrenology it is still being practiced in some sections. "Not (2) only is this true in the foreign quarters; a successful minister of one of the leading denominations in Saint Louis has a phrenologist read the character of his boys when they enter the sixth grade. The future educational careers of the boys depend upon the analysis and advice of this phrenologist. The phrenologist has a small booklet of a dozen or more pages in which are listed hundreds of character traits. On the cover of this booklet he writes the name of the boy and then checks with pen and ink the character traits that the boy has. Traits that are especially prominent are underscored. On the

1. S-15 Lecture Notes - College year 1931-1932.
2. Laird: Psychology of Selecting Men - Pages 120-121.

last page is written the vocation or occupation for which the bumps on the boy's head show him to be best fitted."

Astrology:

This is an old superstition, still existing, which assumes that a person's success can be predicted from a knowledge of the position of the planets at the time of his birth. "There is no reason for believing that the planets have anything to do with character. This belief came into great vogue because everything for a time in the world's history was attributed to the planets, just as the Greeks had attributed everything to the mystical four humors. In this day and age everything is not organized by fours or in imaginary step with the planets, but there exist foibles and fads by which the puzzles of the ages are presumed to be solved." (1)

Physiognomy:

The physiognomists analyze character from an observation of physical features, the principal ones considered being, "color of the hair, color of the eyes, color of the skin, shape of the head, size of the head, profile, hardness of the muscles, shape of the body, texture of the skin, expression of the face, and condition of the clothing." (2)

Many investigations and experiments have been carried on to determine the existing relationship between physical traits and mental traits, but not one has given evidence that prediction on the basis of bodily features is warranted. According to Hepner (3) the general public has accepted this

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1. Laird: The Psychology of Selecting Men - Pages 117-118.
 2. Hepner: Psychology in Modern Business - Pages 155-156.
 3. Ibid - Page 156.

form of character analysis as being of value because of the following reasons:

1. Literature may give a person the impression that mental traits are indicated by the face.
2. The character analysts are better advertisers than the psychologists.
3. The systems of the pseudo-psychologist appear to be plausible, because he goes into minute detail.
4. The systems of the pseudo-psychologists are easy to learn and apply.
5. Predictions deal with generalities which apply to all members of the population.
6. The systems of analysis are flexible.
7. The pseudo-analysts use fallacious reasoning; they reason reciprocally.

Palmistry:

Another practice which may be regarded as valueless is that of attempting to predict success or failure from an analysis of the lines of the hand. This may be discounted very quickly by saying that in the first place there is no relationship whatsoever between the structure of the palm and the mental abilities, and secondly, those who practice palmistry would be incapable of prognosticating future developments if such a relationship did exist.

Numerology:

This method of analysis assumes that the personality may be analyzed through a numerical system by which numbers are substituted for letters of the name of the individual under consideration. Any intelligent person can immediately

perceive that such a procedure is thoroughly unsound.

The following quotation from Hepner (1) gives a satisfactory summation of the foregoing discussion: "These cults seem to satisfy the inner cravings of the weak and maladjusted who wander from one cult to the next only to find that they attain what they want for a short time, and then must try some other 'system'. These cults and 'philosophies' are a means of evasion of the difficulties of life. They offer a prompt and immediate answer to the poorly adjusted neurotic. If he would only realize that the facing of problems by matter of fact methods will bring the only lasting results, he would be vastly better off. All these last-named schemes for analyzing people or guiding them are considered unsound by the students of modern science. So far as the business man is concerned, the less attention he pays to them the more time and effort will he have to devote to valid methods of studying human behavior."

were not vital parts of the plan. The guidance Parsons offered was intensive, but it did not extend over a long period of the individual's life." (1)

"The Civic Service House, Boston, in which Professor Parsons began his counseling, was organized in 1901 by Meyer Blochfield. In 1903, Philip Davis, the present director, came as assistant. They became interested in the writings, social outlook, and practical aims of Parsons, and under his direction the Breadwinners' Institute was organized. This work with immigrant young men and women

1. Brewer: Vocational Guidance Movement - 22-23.

B. Beginnings of Genuine Guidance:

Boston, Massachusetts:

As far as can be ascertained the vocational guidance movement had its beginning in Boston, under the leadership of Professor Frank Parsons, the Director of the Vocation Bureau. He discarded the pseudo-sciences, and was the first to use the term "vocational guidance". To add to the value of his findings Mr. Parsons wrote a book entitled "Choosing a Vocation", in which he presented his ideas. His book "will perhaps have a permanent place in vocational-guidance bibliographies. Its critics recognize its value; at most only one objection to the method can be raised. Parsons was a bit too sure in his conclusions--too prescriptive in what he told the individuals who consulted him. It should be noted that the scope of the work and of the book is limited: guidance in the school, placement, and follow-up work, and guidance accompanying employment are not vital parts of the plan. The guidance Parsons offered was intensive, but it did not extend over a long period of the individual's life." (1)

"The Civic Service House, Boston, in which Professor Parsons began his counseling, was organized in 1901 by Meyer Bloomfield. In 1903, Philip Davis, the present director, came as assistant. They became interested in the writings, social outlook, and practical aims of Parsons, and under his direction the Breadwinners' Institute was organized. This work with immigrant young men and women

brought to a focus all Parsons' latent interest in vocational guidance, and steps were at once taken to organize a vocation bureau. This was in the early weeks of 1908. On April 23, 1908, the organization of the Vocation Bureau was completed, with a substantial board of directors as sponsors for the movement. Mrs. Quincy A. Shaw (Pauline Agassiz Shaw), who aided many other progressive educational movements, financed the work. On May 1, Parsons made his initial report to the board. Just before the summer, students about to graduate from an evening high school were invited to confer with Parsons, and considerable counseling was carried on. In the fall he continued the work of the Bureau, at the Civic Service House, and also gave part of his time to similar work at other institutions. Late in the same year (1908) Parsons died." (1)

"During the early months of 1909 plans were perfected for reorganizing and carrying on the bureau, and Bloomfield assumed charge of the work as director. At first several other civic organizations cooperated in the direction of the enterprise, but before many months the bureau attained to the dignity of an independent institution. It was very soon after this that the bureau was asked to begin the organization of the work in the Boston city schools." (2)

It was from this rather humble beginning in Boston that the movement spread throughout the country. The inauguration of guidance in a typical city of each section

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1. Brewer: The Vocational Guidance Movement--Page 23.
 2. Ibid - Page 23.

of the United States will give a fairly clear understanding of how the work of Parsons and his associates was nationally accepted and carried on.

Chicago, Illinois:

"Our records first show a marked interest in vocational guidance in Chicago in newspaper discussions of the subject in 1913-14. In 1911 a 'vocational bureau' was established by a joint committee in the city made up of representatives of the Chicago Woman's Club, the Woman's City Club, and the Association of Collegiate Alumnae. In March, 1916, this bureau was taken over by the Board of Education and its work was definitely organized and will be found described in full in the Report of the Bureau of Vocational Guidance in the Report of the Superintendent of Schools for 1916. This report is signed, 'Anne S. Davis, Chief Vocational Adviser'. Chicago has at the present time in her public school system one of our most definitely organized and managed vocational guidance departments, with Miss Davis still at the head as director." (1)

"The first counselor in the city was appointed in 1911 in connection with the work of this bureau. She had an office in an elementary school, conferred with children leaving school, and with those about to graduate, and aided in finding right employment for them. In 1912 three additional counselors were appointed, for the service of young people in the schools, but with salaries paid by outside

1. Allen: Principles and Problems in Vocational Guidance - Page 11.

organizations. The duties were definitely stated, as follows:

1. To advise pupils with regard to further training.
2. To place them in positions if return to school could not be effected.
3. To follow up children leaving school.
4. To study industrial conditions as they affected the youthful wage-earner, and collect occupational information." (1)

Seattle, Washington:

A typical method of making counselor appointments during the early years of the movement is shown in "the Vocational Guidance Report of 1913-1916, of Mrs. Anna Y. Reed of Seattle, Washington, to the Board of School Directors of Seattle, as follows:

1. Vocational Counselor for each high school, for each sex, full time, covering all occupations.
2. Vocational Counselor for each high school, for each sex, half time, covering all occupations.
3. Vocational Counselor for each high school, for both sexes, full time, covering all occupations.
4. Vocational Counselor for group grammar schools with the same variations as above.
5. Vocational Counselors attached to the Central Office, who visit each school on assignment." (2)

Atlanta, Georgia:

Here, "in 1915 we find Mr. George D. Halsey, as co-

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1. Allen: Principles and Problems in Vocational Guidance - Page 11.
 2. Ibid - Page 11.

ordinator of the cooperative courses of the Georgia School of Technology, proposing a 'Plan for Cooperation between Schools and Colleges and Commerce and Industry in Vocational Guidance.' Mr. Halsey soon became the director of the 'Vocational Bureau' of the Chamber of Commerce. A committee of the Chamber of Commerce made a special report upon the need for vocational guidance in the city, in December, 1916, the beginning of which is as follows:

1. There is need for more Vocational Guidance work in order to stop the waste and unhappiness.

2. Vocational Instruction and Guidance should be a function of the school system, and any system that is now installed should look to having this phase of the work handled by the school system as soon as it is practicable.

There should be one vocational counselor for each school. Following this recommendation the work was developed in Atlanta under the leadership of Mr. Halsey for several years."(1)

University Beginnings:

Harvard University was the first to offer a course in vocational guidance, this being in the Summer Session of 1911, and consisting of a series of ten lectures. The Department of Vocational Guidance of Boston University was founded in 1914, the first of its kind in the United States. All of the other college beginnings were outgrowths of the systems in use at one of the two universities mentioned.

The National Vocational Guidance Association:

"The first national conference dealing specifically and

1. Allen: Principles and Problems in Vocational Guidance.

exclusively with vocational guidance was held in Boston, November, 1910. It was held under the joint auspices of the Vocation Bureau and the Chamber of Commerce of Boston. No record was kept and no proceedings published. The second national conference was held in New York, October 23-26, 1912, and proceedings published. At the 1917 Philadelphia conference 'The National Employment Managers Association' was formed. Except during the war, conferences have been held and their activities recorded either as proceedings or in the Vocational Guidance Bulletin."

"The National Vocational Guidance Association in April, 1915, published No. 1, Volume I, of the National Guidance Bulletin, a small folder of four pages. The Bulletin continued through several volumes until, on December 1, 1922 the Vocation Bureau of Harvard University accepted the responsibility and on March 1, 1924, its name was changed to the Vocational Guidance Magazine." (1)

Conclusion:

The foregoing pages are not intended to set forth the systems mentioned as the only pioneers in the guidance movement, but rather to give typical illustrations of how the movement received its inception. It is necessary that something be said of the beginnings, in order that the present status and position of vocational and educational guidance may be fully comprehended.

According to Jones, (2) discussing the change in emphasis, "in its beginning it was distinctly a vocational guidance movement; it was directed mainly toward assisting

1. Payne: Organization of Vocational Guidance. Pages 26-27.

2. Jones: Principles of Guidance - Page 367.

C. Present Status:

Important Recent Developments:

Since the time of Professor Parsons there has been a great deal of progress in the guidance movement, involving both physical growth and advance in content. According to Jones, (1) "While definite data are not at hand showing the present status of the guidance work in our schools, it may be confidently asserted that there is practically no city of over 10,000 inhabitants that does not have some form of definite guidance activity. These activities are often not completely organized but they are sufficiently developed to show that the school is conscious of the problem and is really attempting to assist the students in meeting important crises." The above statement gives a picture of the physical growth of guidance.

Whereas the main function of the earlier forms of guidance was to aid the individual in making his choice of an occupation, at present the three following are regarded as equally important:

1. Training of the individual for entrance into the vocational field.
2. Assisting in securing placement in the vocational field.
3. Following-up the individual during the period of vocational adjustment.

According to Jones, (2) discussing the change in emphasis, "in its beginning it was distinctly a vocational guidance movement; it was directed mainly toward assisting

the individual in making vocational choices and in securing employment. This was, at the time, the greatest apparent need. But guidance has progressed far beyond this point. The very attempt to help young people in vocational choices inevitably revealed other needs that in many cases transcended in importance the vocational needs. Many times the boy was not ready to take a position; he needed further training. Often, the need was a health need, a moral need, or a recreational need. Gradually, but surely, we have come to realize that guidance is not something that concerns only a part of the individual; not does it deal merely with a part of his life. The need is for 'whole-child' guidance. At one time a particular need may be of paramount importance, but even then we must be careful not to distort the point of view; not to over-emphasize a present need, however real and imperative this need may be.

One of the significant changes in the guidance movement is this broadening of the point of view. Vocational guidance is still recognized as a very important part of guidance but it no longer occupies the entire stage. One of the great dangers to the proper development of the movement is that guidance workers will not see that the movement is, and must be, broader than the vocational field. Life is more than vocation; problems are by no means confined to vocations; crises that are not concerned with vocations occur continually in the lives of young people, and any attempt to interpret them in terms of vocations will be fatal. . . .

Whether we can assign any definite place to guidance as an influence in modern reforms in education or not, we

can at least confidently affirm that guidance is clearly associated with practically all modern movements in education. Recognition of the importance of individual differences in need as a basis for curriculum construction, for methods of teaching, and for organization of school life is undoubtedly one of the outstanding principles fundamental to all educational reforms. This is the principle upon which guidance is built. Another expression of this principle is the movement towards individualized instruction. The junior high school developed largely from the same principle. The center and life of the junior high school is guidance. The fundamental purpose of this new institution is expressed in guidance terms - exploration, experimentation, try-out, provisional choice. The junior high school is the place where definite attempt is made to assist students in making important choices. The entire organization gets its motive and its plan from guidance. It is so with child accounting, with tests and measurements, especially the diagnostic testing program. Diagnosis and guidance are inseparable; remedial work is but the result of a guidance program."

Basic Principles, as set forth by the National Vocational Guidance Association:

The present status of guidance cannot be adequately, or even superficially, discussed without reference to the principles, aims, and objectives stated by the National Vocational Guidance Association. The organization of the Association has been previously discussed, the present

purpose being to present facts which have been the basis for administration of many guidance programs.

The aims and objectives of educational guidance have been stated by the Association as follows: (1)

1. General objective: To assist individuals to choose, prepare for, enter upon, adjust themselves to, and make progress in a course, curriculum, or school.

2. Specific objectives:

a. Secondary school period:

1. To help the student to secure information concerning the possibility and desirability of further schooling and to develop a method by which he can determine the value of such further schooling for himself.
2. To enable him to find what is the purpose and function of each type of school which he might attend.
3. To help the student to secure definite knowledge of the offerings of the high school and of the purpose of each course and curriculum.
4. To give the student an opportunity (junior high school) to try out various studies so that he may gain some insight into the school life and work that is ahead in order that an intelligent choice may be made of school, of course, or of clubs and other activities.

5. To enable the student to find what the requirements are for entrance into these schools and what abilities are necessary for success in them.

6. To assist the student to secure such information about his own ability to do the

work of the schools ahead and his own interests in such work as will assist him to plan his preparation in choice of school or course.

7. To help the student to adjust himself to

the curriculum and the teachers in the school.

b. College and normal school period:

1. To help the student to find what each type of college and normal school represents;

what its peculiar function may be, what

special opportunities for training it offers, what its general standing among similar institutions is.

2. To help him to learn the requirements for admission and the cost of attendance.

3. To help him to get some idea of the standing and accomplishment of graduates of the school institutions under consideration.

4. To help him to get a clear idea of the various curriculum offerings and the purpose of each.

5. To help him to know something about the student life and the advantages and dis-

that advantages of the particular location.

6. To assist the student in the many adjustments incident to leaving home and to reentrance upon the life in the new institution. the occupation, and upon ability,

The aims and objectives of vocational guidance have been stated by the Association as follows:

1. General objective: To help the individual to choose, to plan his preparation for, to enter upon, and to make progress in an occupation. analysis of such information before

2. Specific objectives: choice. A choice of occupation

a. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice. titles, general

b. To enable the student to find what general and specific skills, etc., are required for the group of occupations under consideration, and what are the qualifications of age, preparation, sex etc., for entering them. attendance ago

c. To give opportunity for experiences in school (try-out courses) and out of school (after-school and vacation jobs) that will give certain facts about conditions of work and that will assist the individual to discover his own abilities and help in the development of wider interests. helping facilities offered by various

d. To develop in the student the point of view

that all honest labor is worthy and that choice of occupation should be based upon the peculiar service that the individual can render to society, upon personal satisfaction in the occupation, and upon ability, remuneration, possibility of advancement, and the like.

e. To teach the student a method of analysis of occupational information and to develop the habit of analysis of such information before making a final choice. A choice of occupation is often made before sufficient information is gathered or before the information at hand is properly analyzed.

f. To assist the individual to secure such information about himself, his abilities, general and specific, his interests and his powers, as he may need for wise choice, and as he himself cannot obtain.

g. To assist economically handicapped children who are above the compulsory attendance age as well as college students to secure, through public or private funds, scholarships or other financial assistance so that they may have

The Association opportunities for further education in accordance with their vocational plans.

h. To assist the students to secure a knowledge of the training facilities offered by various individual to make his own choices, and the realization that

educational institutions and the requirements for admission to them, the length of training offered, and the cost of attendance.

- i. To help the worker to adjust himself to the occupation in which he is engaged; to assist him to understand his relationships to workers in his own and related occupations and to society as a whole.
- j. To provide the individual with reliable sources of information and help by means of close cooperation between schools, colleges, and social agencies, on the one hand, and the various industrial, commercial, and professional pursuits on the other hand.
- k. To enable the student to secure reliable information about the danger of alluring short cuts to fortune through short training courses, selling propositions, etc., as represented by current advertisements, and of such unscientific methods as phrenology, physiognomy, astrology, graphology, and the like, and to compare these methods with that of securing really trustworthy information and frank discussion with experts.

The Association has set forth four primary principles which should underlie any program of guidance. These principles are based upon recognition of individual differences, the complexity of modern occupational life, the right of the individual to make his own choices, and the realization that

the adjustment of an individual to his occupation is an ever-changing situation. The principles have been stated and discussed as follows: (1)

1. No two individuals are identical in natural endowment or in environmental conditions. Every effort must be made to know the individual, his intelligence, special abilities, understanding of work, health, educational achievement, work-experience, temperament, character, interests, and his social and economic situation. These call for individual attention, and to provide equal opportunity for all it becomes necessary to accord separate treatment to each. The degree in which individuals differ in intelligence may be seen through reference to a study made by Terman: (2)

Distribution of Intelligence among 905 Unselected School Children:

<u>Intelligence Quotients</u>	<u>Percentage</u>
136 - 145 - - - - -	0.55
126 - 135 - - - - -	2.3
116 - 125 - - - - -	9.0
106 - 115 - - - - -	23.1
96 - 105 - - - - -	33.9
86 - 95 - - - - -	20.1
76 - 85 - - - - -	8.6
66 - 75 - - - - -	2.3
56 - 65 - - - - -	0.33

1. Taken from Ed-4 notes.

2. Terman; L. M., The Measurement of Intelligence. Page 66.

2. The advancement in scientific, social, and economic changes make it increasingly difficult to be familiar with all occupations in degree and diversity of specialization. The important elements which must be known about all specific occupations, supplemented by a knowledge of educational institutions and of the types of training they offer, are:

1. Nature of the work to be done.
2. Educational requirements.
3. Demands on health.
4. Intelligence requirements.
5. Special ability requirements.
6. Temperament required.
7. Character requirements.
8. Opportunity for training and advancement.
9. Remuneration.
10. Working conditions.
11. Importance of the occupation, and the individual.

Jones (1) offers Census figures of 1920 to show how there is great industrial and professional specialization today. The table which he presents follows:

The Number of People Engaged in Various Occupations in the United States, 1920.

I Agriculture, forestry, and animal husbandry:

Male - - - - -	9,869,030
Female - - - - -	<u>1,084,128</u>
Total	10,953,158

II Extraction of minerals:

Male - - - - -	1,087,359
Female - - - - -	<u>2,864</u>
Total	1,090,223

III Manufacturing and mechanical industries:

Male - - - - -	10,888,183
Female - - - - -	<u>1,930,341</u>
Total	12,818,524

IV Transportation:

Male - - - - -	2,850,528
Female - - - - -	<u>213,054</u>
Total	3,063,582

V Trade:

Male - - - - -	3,575,187
Female - - - - -	<u>667,792</u>
Total	4,242,979

VI Public Service:

Male - - - - -	748,666
Female - - - - -	<u>21,794</u>
Total	770,460

VII Professional Service:

Male - - - - -	1,127,391
Female - - - - -	<u>1,016,498</u>
Total	2,143,889

VIII Domestic and Personal Service:

Male - - - - -	1,217,968
Female - - - - -	<u>2,186,924</u>
Total	3,404,892

II Extraction of minerals:

Male	- - - - -	1,087,352
Female	- - - - -	2,884
Total		1,090,236

III Manufacturing and mechanical industries:

Male	- - - - -	10,888,183
Female	- - - - -	1,930,341
Total		12,818,524

IV Transportation:

Male	- - - - -	2,850,528
Female	- - - - -	212,054
Total		3,062,582

V Trade:

Male	- - - - -	2,575,187
Female	- - - - -	687,792
Total		3,262,979

VI Public Service:

Male	- - - - -	748,888
Female	- - - - -	81,794
Total		830,682

VII Professional Services:

Male	- - - - -	1,127,391
Female	- - - - -	1,018,498
Total		2,145,889

VIII Domestic and Personal Services:

Male	- - - - -	1,217,988
Female	- - - - -	2,186,924
Total		3,404,912

IX Clerical Occupations:

Male - - - - -	1,700,425
Female - - - - -	<u>1,426,116</u>
Total	3,126,541

Each one of these large main divisions is made up of many different occupations, each involving a number of highly specialized jobs. This specialization calls for definite, organized guidance, and cannot be left to hearsay or any other form of haphazard procedure.

3. While the individual should receive assistance in knowing his own qualifications, absolute freedom of choice is his inherent right, and is as important for his development as equality of opportunity. Personally, I do not agree with this assumption, a fact which will be discussed later in this thesis. The present purpose is merely to present the statements of the Association.
4. Vocational guidance must take account of possible variations in the condition and personality of the individual, and of the changes likely to occur in occupations. Since there is a necessity for making continuous adjustments, vocational guidance must offer constant service to the individual.

Modern Definitions of Terms: In order that any confusion may be avoided throughout the remainder of this study, the important vocational terms to be used will be defined. Some of the terms have only slight points of difference in meaning, but the differences are vital.

- a. Vocational guidance: (1) Many definitions have been given, but the one upheld by the National Vocational Guidance Association is the most comprehensive: It is the process of assisting an individual to choose an occupation, prepare for it, enter upon it, and progress in it.
- b. Educational guidance: This term may be defined as follows: It consists of counsel given in proper selection of courses of study, advice on how to study, information about educational institutions, and information about studies.
- c. Vocational education: This implies training given for work in a specific occupation. The training given in a trade school comes under this definition.
- d. Vocational self-guidance: This term signifies that an individual gathers information about himself and about occupations, and analyzes his own situation.
- e. Vocational adjustment: Vocational adjustment is defined as the adaptation to the varying conditions of employment. It is commonly referred to in considering the follow-up phase of the guidance program.
- f. Inspirational guidance: This term applies to inspiring an individual to success on a job after it has been secured.
- g. Self-discovery: Self-discovery differs from self-guidance in that the individual is supposed to discover himself through actual experience. A program

involving self-discovery must necessarily provide the student with an opportunity to have try-out experiences.

CHAPTER II

TYPICAL PLANS NOW OPERATING FOR

VOCATIONAL AND EDUCATIONAL GUIDANCE

A. In the Junior High School Field.

Any guidance work undertaken prior to the junior high school period is of practically no value, and will not be considered in this thesis. Many different plans have been offered and practiced throughout the junior high schools of the country. One of the most comprehensive has been prepared by the Committee on Guidance of the Boston Public Schools, the material CHAPTER II follows: (1)

Boston Plan for Group Counseling in Intermediate Schools:

Grade VII

The seventh-grade course in Guidance is intended to acquaint children with those opportunities which the intermediate school offers them for getting an education and preparing for a place in the world's work.

TYPICAL PLANS NOW OPERATING FOR

The work is divided into units, each unit having several lessons; the number determined by class conditions.

VOCATIONAL AND EDUCATIONAL GUIDANCE

Unit I: An intensive study of the pupils' intermediate school.

Aims:

1. To help pupils understand the school in which they find themselves.
2. To help pupils understand the purpose of the intermediate school in a scheme of education.

Unit II: What the school gives to pupils.

Aims:

1. To help pupils understand the purpose of their education.
2. To help pupils understand their opportunities.

Unit III: An intensive study of the relation of attendance to school success.

Aims:

1. To help pupils understand the advantages of regular attendance at school.

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1. To help pupils understand the purpose of their education.
2. To help pupils understand their opportunities.

Unit III: An intensive study of the relation of attendance to school success.

Aims:

1. To help pupils understand the advantages of regular attendance at school.

2. To help pupils understand that habits of regularity are fundamental to success in life.

Unit IV: Educational information. A study of the courses of the intermediate school.

Aims:

1. To help the pupil understand the purpose of the course that he is taking and the possibilities it holds for him.
2. To help the pupil understand that these courses are steps in his preparation for a part in the world's work.
3. To help pupils make future choices of course more intelligently.

Unit V: Occupational information (optional).

Aims:

1. To acquaint children with those types of industry open to untrained workers.
2. To show them how to secure promotion within these industries.
3. To show them how, with further evening study, these positions may lead to advancement in other lines of employment.

Unit VI: A study of the value of an education.

Aims:

1. To help pupils toward an appreciation of the need for a longer and more specialized education than that of a generation ago.

Unit VII: A study of the ways of earning money to help secure an education.

Aims:

1. To help pupils appreciate the expense to their

parents of a complete education.

2. To turn pupils' attention to ways of helping to earn something towards their expenses.
3. To induce pupils to save in order to pay for any further education beyond public school which they might wish to secure.

Grade VIII

The eighth grade course in guidance is intended to keep before pupils the fact that at the end of this year an important decision must be made. It purposes to give them some basis for this choice. Two factors affect this: adequate educational and vocational information and the recognition of interest and ability.

Unit I: Another view of the pupils' intermediate school.

Aims:

1. To help pupils understand the school in which they find themselves.
2. To help pupils understand the part the work of the eighth grade plays in making this decision.

Unit II: An intensive study of the relation of attendance to school success. Treated more briefly than in Grade VII and from the point of view of good business rather than good discipline.

Aims:

1. To help pupils understand the advantages of regular attendance at school.
2. To help pupils understand that habits of regularity are fundamental to success in life.

Unit III: Educational information. The study of the
Boston School System.

Aims:

1. To help pupils get a picture of the extent of the Boston School System.
2. To help pupils get an idea of the opportunities that the city offers them in day school.
3. To help pupils understand what opportunities the city offers their parents and older brothers and sisters in evening school.
4. To help pupils understand why such widely varied types of schools are needed today in our system.
5. To help pupils understand why in so complex a system guidance is necessary.

Unit IV: Occupational information. A study of the occupational field.

Aims:

1. To teach children to look forward to taking their place in the world's work.
2. To teach children to understand and appreciate the necessity and dignity of work.
3. To give children a broad view of the occupational field.
4. To teach children to think about possible vocations which interest them.

Unit V: Opportunities in the ninth grade.

Aims:

1. To help children make proper selection of courses for the ninth year.
2. To ensure that all children who are considering

college entrance are taking the proper units.

Unit VI: Educational information. The value of an education.

The ways of helping to secure an education.

Part II. The data Grade IX of the Boston High and

Unit I: A study of the pupils' intermediate school. Treated very briefly and from the point of view of using some of the activities for exploratory value.

Aims:

1. To help pupils understand the intermediate schools in which they find themselves.
2. To help them to understand the relation between the year's work and the choice of vocation.

Unit II: The relation of school work to life.

Aims:

1. To help the child to see more definitely the relation of what he does at present to what he will do in the future.
2. To help the child to form consciously habits of regularity, punctuality, and industry, as definite parts of his life equipment.

Unit III: Occupational information. A survey of the field of occupations in Boston.

Unit IV: Educational information.

Part I. The growth of education:

Aims:

1. To help the child understand that the growth of educational opportunities, not in Boston alone, but everywhere, is a part of our national life.
2. To help the pupil understand that the

educational system has developed because of the demand made by changing conditions of life within the community.

Part II. The detailed study of the Boston High and Trade Schools.

Aims:

1. To give the student a clear picture of the educational opportunities offered in Boston secondary schools.

Unit V. The relation of school work to life.

Aims:

1. To enable the pupil to see in what definite way his school work is a part of his preparation for life.
2. To secure in him the right disposition toward a continuance of his education.
3. To face him with the necessity of thinking seriously about his life career.

A. Organization:

Responsibility for the administration of this program rests upon the principal, with the cooperation of the city director of vocational guidance. The principal may appoint two assistants for this work:

1. There are two vocational counselors, a man for boys and a woman for girls.

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1. Craper and Roberts: Principles of American Secondary Education Page 320.
 2. Allen: Principles and Problems of Vocational Guidance Pp.104-105.
 3. Dewey: Cases in the Administration of Guidance. Pp.251-255.

B. In the Senior High School Field.

In general it may be stated that the guidance programs for the senior high schools follow very closely those of the junior high school. "The emphasis will be changed, of course, but the methods of approach will present little that is new." (1)

"In the senior high school the foremost guidance problem is to advise the student in the selection of the proper courses of study. This is especially true of a cosmopolitan high school. In a city which has specialized high schools and trade schools this phase of guidance should be provided when the student leaves junior high school. As the time approaches when most students leave school to go to work, the problem of vocational choice becomes more acute. The choice of college or other higher educational courses faces the senior, and this choice is often complicated by personal or sentimental reasons." (2)

The educational and vocational guidance program as carried on by a senior high school in a South Atlantic city is as follows: (3)

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2. A committee of teachers assists the counselors in research work.

3. Counselors are given one free period each day for this work and are available for after-school conferences.

4. The director meets monthly with the counselors, principals, and assistant principals.

B. Educational Guidance:

1. Classification of Pupils in Junior High Schools:

Pupils entering junior high are classified upon the following data:

- a. Junior high-school pupils promoted from the sixth grade are classified on the basis of intelligence quotients, ratings given by sixth-grade teachers, and data on vocational-guidance cards.
- b. Pupils coming from other school systems are classified tentatively on available data. Later, they are given group-intelligence and reading tests.
- c. Individual pupils are reclassified at the end of the first and second quarters. In such cases, the pupil's card is sent to all of his teachers for recommendations and comments.

2. Guidance in the Choice of Courses:

- a. The home-room teacher is responsible for guidance in the selection of courses. In doubtful cases applying especially to the teacher of try-out courses and of vocational civics, she confers with the parents and the pupil's other teachers.
- b. The unusual cases are sent to the vocational counselors for an interview.

3. Handling Subject Failures:

- a. Each school handles its own subject failures.
- b. The worst failures are interviewed by the counselors. The counselor reports upon a card furnished by the teacher.
- c. A systematic follow-up of the case is made, and the results are recorded on the same card.

4. Intelligence Tests:

The counselors are expected to direct the giving and scoring of tests. The intelligence-test records are kept on the backs of the vocational-guidance cards, and teachers are encouraged to consult them.

C. Vocational Guidance:

1. Vocational-guidance Information Cards:

- a. The cards of all incoming pupils are obtained by the director of vocational guidance. When a pupil is transferred, the card is sent to the new school.
- b. Cards are filed and made available to principal, counselors, and teachers.
- c. Near the end of each semester the cards are sent to the home rooms so that ratings may be entered in the space provided on the back.

2. Placement:

- a. All placement is handled through the school employment office.
- b. The cards of all withdrawals are sent to the employment office. The teachers give additional information by telephone.

3. Publicity Campaign:

- a. The director of vocational guidance supplies each classroom with weekly printed bulletins.
- b. Large posters and charts are displayed.
- c. School exhibits are held during vocational-guidance week, the latter part of the second semester.
- d. The counselors are given opportunities for five-minute assembly talks to acquaint the members of the school with their work.
- e. Occasional dramatizations and moving pictures are used to stimulate interest.

4. Vocational-opportunity Campaign:

Business and professional men and women are brought before the pupils to explain the opportunities offered by their own fields of work. Principals are requested to make a tentative program of speakers and to send their lists to the director, who then rearranges them to avoid conflicts. Every pupil is provided with the opportunity to hear four vocational talks each year.

III. Lectures for Freshmen Given by Department Heads:

A series of lectures is given by the heads of the various

C. In the Collegiate Field:

In a college of liberal arts: "The need for vocational guidance has been recognized by one of the smaller New England colleges, and the following program has been adopted: (1)

I. Information about Prospective Students: In addition to the information usually secured with the scholastic records of candidates for admission, wider knowledge of the student is obtained through:

1. Comments from the high-school principal, the pastor, and two others, on the part taken by the student in school and community activities.
2. Ratings of personal qualities from the same sources.
3. A statement by the candidate of his purpose in coming to college.
4. A statement of extracurricular interests.
5. The record of the students' physical and psychological examinations.

II. Study of Occupations in the Freshman Year: A three-hour course called 'Problems of Contemporary Civilization' is required of all freshmen. Two weeks are devoted to the problem of 'vocational choice.' In connection with this course, each student is required to make studies of the three occupations in which he is most interested, and for which he considers himself best adapted. A comprehensive paper is required showing his reasons for making one of these occupations first choice.

III. Lectures for Freshmen Given by Department Heads:
A series of lectures is given by the heads of the various

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1. Brewer: Cases in the Administration of Guidance. Pages 268-269.

departments outlining the general aims of the courses in the departments under consideration, the cultural values, and the vocational bearing. These lectures should give the student a sound basis for the choice of courses.

IV. A Bulletin, 'Programs for College Students':

This has been published by the college and includes a brief statement regarding the requirements and opportunities in each of a number of the more important occupations and a suggested program of study leading to each.

V. Lectures by Men of Prominence in Various Important Occupations:

These are given weekly during the winter months. A committee of students is selected to aid in the choice of subjects and speakers. After the lecture, the speaker presides at a round-table discussion for those who are especially interested.

VI. Library Service:

Vocational books and catalogues of graduate and professional schools are placed in the vocational-guidance section in the library reference room.

VII. Personal Rating System:

Instructors' ratings of such qualities as personality, reliability, initiative, cooperation, and 'native ability' are averaged and composite ratings for each year and for the entire course are worked out for each student and recorded for use in counseling and appointment.

VIII. Counseling:

A faculty committee of advisers assists students in the choice of courses. All other counseling is carried on through the

departments outlining the general aims of the courses in the departments under consideration, the cultural values, and the vocational bearing. These lectures should give the student a sound basis for the choice of courses.

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IX. The Appointment Bureau:

The teacher's appointment bureau is in charge of the head of the department of pedagogy. The other appointment work is handled in the dean's office. Students are assisted and encouraged to secure summer employment which will provide experience of value in their chosen vocation or which will test their abilities.

X. Following Up of the Graduates of the College:

The purpose of the follow-up is two-fold: in order that assistance may be given the graduates in advancing to better positions, and in order that their experience may be made available to the undergraduates."

In a collegiate school of business: The present program of educational and vocational guidance at the Boston University College of Business Administration is as follows:

I. Educational Guidance.

1. The college has definite requirements as to entrance, specifying that the candidate must have fifteen units of credit from an approved secondary school, including units in English, English Literature, Algebra, and either French, German, Spanish, Latin, or History other than American. The candidate must present a mark of college certificate grade in all subjects during the Senior year of preparatory work. Entrance examinations are given to those who cannot fulfill all requirements.

2. A psychological examination is given to each Fresh-

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2. A psychological examination is given to each fresh-

man during the first week in college, which is an orientation week.

3. The student is required to write a brief biographical history of himself. This description is written without the use of any leading questions on the part of the college.

4. During the registration period the student is advised and helped in the following ways:

- a. Faculty advisers are appointed to assist in the arrangement of a schedule.
- b. The Freshman Service Committee, consisting of about twenty-five upper-classmen, assists in making social adjustments.

5. During the freshman year, particularly, and throughout the college course, every student failing in a course is notified, and is given ample opportunity to drop the course, thus avoiding scholastic probation. Every student has a faculty adviser throughout the four-year course, to whom difficulties may be presented.

6. There are books dealing with vocational and educational guidance on the shelves of the college library, although they do not, for the most part, represent recent offerings in the field.

7. In the spring of each college year a week is set aside, known as Sub-Freshman Week. High school seniors are invited to the college, where they are familiarized with the work, athletic facilities, and fraternal organizations.

II. Vocational Guidance.

The vocational guidance work of the college is depart-

mentalized, with a full-time professor as head, aided by three assistant professors and a secretary.

1. Junior year: Little is done until the junior year as the student is not regarded as able to wisely make his choices until that time.

a. One day each semester is devoted to vocational lectures. Representatives from all phases of business endeavor are chosen to give these lectures, and the students are allowed to arbitrarily select the ones which they desire to attend. The lecturers are graduates of the college, for the most part younger men, who have the business viewpoint, and yet have not been out of college long enough to lose the student attitude.

b. Definite vocational readings are required of the students, upon which they are quizzed.

c. During the second semester a form is presented which is designed to determine the student's vocational interests and qualifications. The department then selects the three vocations which seem to best fit the individual, and requires a brief survey of each.

2. Senior year:

a. One day each semester is devoted to vocational lectures. (Same as in junior year).

b. Each student is required to carry on a series of conferences with members of the vocational

might request department.

"Duric. A 5,000 word thesis is required before a certificate is granted. This thesis represents a detailed study of the vocation in which the student is most interested. It is granted, each student. Every senior is required to interview two men engaged in the vocation upon which the thesis is being written. These men are usually graduates of the college. This gives the student

5. Part-time work: The vocational department assists student in finding part-time employment during the college year and during the summer months.

4. Placement work:

The college assists certificate holders in finding employment. Due to the proximity to the vast number of businesses and industries, the opportunities for placement are very numerous in normal times.

5. Supervised Employment requirement:

Before a degree is granted the student must satisfactorily complete a period of employment in a recognized business undertaking. This period may be best explained by an excerpt from the catalogue: (1)

"The period of supervised employment has the standing of a regular course of study, for which students register in usual form. Its satisfactory completion carries credit of

eight semester hours."

"During the period of supervised employment students are required to make regular reports on the business with which they are connected, discussing conditions that they meet or observe. Before vocational credit is granted, each student prepares and presents formal reports or a thesis on important phases of the business with which he is connected. This supervised employment is regarded as a practical laboratory exercise, which gives the student an opportunity to show his ability to apply in business the principles which he has studied in the classroom. Only after he has satisfactorily demonstrated that ability is he recommended for a degree."

THE RESEARCH PROBLEMS OF

EDUCATIONAL SCIENCE

A. In Both the High School and College Fields:

Teaching How to Study

Whether or not one is considering the high school student or the collegian he can be sure that the problem of teaching how to study is equally important. The failure of the pupil to know just how to go about his work in a way which will be economical in point of time as well as scholastically beneficial is probably the most frequent

CHAPTER III

cause of low school marks. Proof that this is a vital problem may be obtained from the following table. "It summarizes the results of an inquiry form regarding methods of work filled out by 200 college students, and shows the distinctive characteristics of the inefficient students - the methods to avoid." (1)

THE IMPORTANT PROBLEMS OF

Showing the Percentage of Students Answering

Each Question, in Excess of the Percentage of Superior Students.

A. Study Environment and Methods of Study:

EDUCATIONAL GUIDANCE

	<u>Ans.</u>	<u>Per</u> <u>cent</u>
1. Do you usually study every day in the same place?	No. . .	.36
2. Do you have a daily plan of work?	No. . .	.31

B. Reading:

1. Do you frequently skip the graphs or tables in your textbooks?	Yes. . .	.40
2. Do you frequently make simple charts or diagrams to represent points in your reading?	No. . .	.40

1. Pressey: Psychology and the New Education. Page 336.

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Whether or not one is considering the high school student or the collegian he can be sure that the problem of teaching how to study is equally important. The failure of the pupil to know just how to go about his work in a way which will be economical in point of time as well as scholastically beneficial is probably the most frequent cause of low school marks. Proof that this is a vital problem may be obtained from the following table. "It summarizes the results of an inquiry form regarding methods of work filled out by 200 college students, and shows the distinctive characteristics of the inefficient students - the methods to avoid." (1)

Showing the Percentage of Failing Students Answering Each Question, in Excess of the Percentage of Superior Students.

A. Study Environment and General Routine of Study:

	<u>Ans.</u>	<u>Per cent</u>
1. Do you usually study every day in the same place?	No. . .	.36
2. Do you have a daily plan of work?	No. . .	.24

B. Reading:

1. Do you frequently skip the graphs or tables in your textbooks?	Yes. .	.40
2. Do you frequently make simple charts or diagrams to represent points in your reading?	No. .	.40

3. When you find a word in your reading
that you do not know, do you usually
look it up in the dictionary? No. . . .32
4. Do you usually skim over a chapter
before reading it in detail? No. . . .28
5. Do you usually have trouble in get-
ting the meaning of a chart or table? . . Yes . .28

C. Note Taking:

1. Do you keep your notes from one sub-
ject together? No. . . .32
2. Do you usually take your notes in
class just as rapidly as you can write? . Yes . .32
3. Do you usually take your notes in
lecture in outline form? No. . . .28
4. Do you usually take your notes on
reading in outline form? No. . . .28

D. Self-Expression:

1. Do you usually have difficulty in
expressing yourself in written work? . . . Yes . .56
2. Do your teachers frequently complain
that you do not make sentences when
you write? Yes . .28

E. Examinations and Reviews:

1. Do you sit up late the night before
studying? Yes . .40
2. Do you often write the answer to a
question, only to find that it is
the answer to some other question on
the examination? Yes . .32

3. When you find a word in your reading that you do not know, do you usually look it up in the dictionary? No. 32
4. Do you usually skim over a chapter before reading it in detail? No. 32
5. Do you usually have trouble in getting the meaning of a chart or table? Yes. 32

C. Note Taking:

1. Do you keep your notes from one subject together? No. 32
2. Do you usually take your notes in class just as rapidly as you can write? Yes. 32
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D. Self-Expression:

1. Do you usually have difficulty in expressing yourself in written work? Yes. 32
2. Do your teachers frequently complain that you do not make sentences when you write? Yes. 32

E. Examinations and Reviews:

1. Do you sit up late the night before studying? Yes. 40
2. Do you often write the answer to a question, only to find that it is the answer to some other question on the examination? Yes. 32

3. In preparing for an examination do

you try to memorize the text? Yes . . 28

F. General Attitudes: given the following rules for effective

1. Do you frequently try to analyze

your work and try to find out just

where you are weak? No. . 36

2. Do you frequently use the facts

learned in one course to help you

in the work of some other course? No. . 28

The above table, although it is useful, has a definite limitation. The experimenter arbitrarily picked what he considered to be the undesirable answer to each question, and worked his conclusions from that basis; he failed to take cognizance of individual differences in methods of learning and study. The writer believes that this is the most salient shortcoming of the modern treatment of the problem; each case must be treated individually. This point will be discussed more fully later in this thesis.

Sandiford (1) has stated that the student can learn how to study efficiently through adhering to the following rules:

1. Learn how to give full attention at all times to the work at hand.

2. Adopt the proper attitude:

a. Physical and bodily.

b. Problem-solving.

3. Subject all work to frequent recall.

4. Remove environmental distractions.

5. Learn by wholes rather than in parts.

Pressey (1) has given the following rules for effective work:

1. Adopt businesslike methods in the use of time.

2. Skill in "selective reading" is exceedingly useful and time saving, both in school work and in adult life.

3. Methods of making and keeping records are an important element in efficiency in almost every form of mental work.

4. A periodic review and appraisal of what has thus far been accomplished is necessary for efficiency.

5. Good students are distinguished by the way in which they write examinations and reports.

6. Additional conditions:

a. Good health and good physical condition are essential.

b. The student should not try to spend too much time during the school year earning his way.

c. Avoid emotional strain.

d. Find a quiet place, free from distractions, in which to study.

An analysis of the above statements reveals that authorities are in fairly close agreement as to the ways in which study can be most efficiently carried on. There is little of value that can be added to what has already been done in

this respect. The essential problem, however, is to determine the best method through which to instill the rules of efficiency in the mind of the student, so that he will practice them. The writer knows of instances in which the rules have been presumably "taught", and yet some of the students still write their notes on the back of an envelope, prepare their term paper the night before it is due, and while away a "supervised" study period day-dreaming, or in trying to solve the daily cross-word puzzle which calls for a six-letter word connoting "supernatural beings in Teutonic folk lore."

Most educators, in considering this problem, fail to recognize the fact that the matter of teaching the student how to study should be treated with the viewpoint of making him adopt desirable adult life habits. This shortcoming has been noted by Sandiford. (1)

In the section of this thesis devoted to suggested programs, the discussion in connection with the problem of teaching how to study will involve:

1. The setting up of a method, which will be of real tangible value to the student. The method will place particular emphasis on:

- a. The recognition of individual differences in methods of learning, a point stressed by Ragsdale. (2)
- b. Training for adult life habits.

1. Sandiford: Educational Psychology - Page 536.
2. Ragsdale: Modern Psychologies & Education - Page 260.

The Use of Tests:

In connection with testing in educational guidance there are two important phases to the problem involved:

1. The use of intelligence and aptitude tests.
2. The use of quizzes and examinations.

Intelligence tests are given from the time the child enters school, special ability tests are used in high schools and colleges to a large extent. Recently a book was compiled under the auspices of the Psychological Corporation, (1) giving a complete bibliography of all the intelligence tests, personality tests, and special ability tests used in the United States. The number is astounding, and one is immediately led to consider whether or not the movement has been carried too far. The present purpose is not to give a history of testing, but rather to decide to what extent intelligence tests and special ability tests can safely be used in the educational program.

The first problem confronting any one intending to use an intelligence test is to determine whether or not it measures what it purports to measure, and whether or not two separate applications of the test to the same subject will yield the same results. These factors are called validity and reliability.

Secondly, it must be decided what use is to be made of the results obtained from an intelligence test. Here is where the greatest abuse of testing has occurred. Testing has become more or less of a fad, a sort of brain-child of

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1. Hildreth, Gertrude H: A Bibliography of Mental Tests and Rating Scales.

certain groups of teachers who desire an easy way of classifying students. Many school systems have adopted test results as complete and final indices of capacity, ability and personality. It is disappointing that this should be the case, now that testing has become standardized to such an extent that the results can be of value if used in conjunction with other factors.

Pressey (1) has truthfully stated that an individual's efficiency is a composite result of the following factors:

1. Methods of work.
2. Emotional condition and attitude.
3. Relevant background information.
4. General intelligence and special capacities.

As Mr. Pressey points out if we are going to use the results of intelligence tests as the sole criterion, the other three factors must be held constant. Obviously, this is next to impossible, and would involve much more work than rating all of the factors. But the essential point is that there are other considerations which must be emphasized, in addition to intelligence; a measure of intelligence is only one element of the total situation.

The writer does not wish to be misunderstood regarding this matter, as it is his belief that intelligence tests can be used advantageously, when used as advocated above.

Husband (2) has stated these uses as follows:

1. Intelligence tests tend to indicate vocational limitations. For instance, the moron has reached his limit at the end of the third grade.

1. Pressey: Psychology and the New Education. Page 233.
2. Husband: Applied Psychology. Pages 27-29.

2. Results of intelligence tests may be of definite value in the choice of a school curriculum.
3. Intelligence tests may be used as a part of college-entrance requirements. The results afford, if nothing more, a direct comparison between applicants.

Pintner (1) has pointed out that "Colvin mentions the following ways in which intelligence tests have been found useful:

1. 'They throw some light on the question as to whether a student is better fitted for a professional career or for business pursuits.
2. The tests indicate to some extent the type of mind that a student possesses.
3. They make possible a distinction between character qualities and mental alertness.
4. They throw light on the home environment and educational equipment of the student, especially in the case of those of foreign ancestry.
5. They show the presence or lack of scholarly ambitions and ideals.
6. They show whether it is desirable for a student to continue in college or withdraw.
7. They may serve as an incentive to work up to the level of one's abilities.'

The same statements are true for the special ability test as set forth regarding those for intelligence except

that the method of approach is different. We must predetermine the characteristics of the special ability, and then construct the test accordingly. The greatest fault to be found with many of the tests currently used is that they do not measure what they are designed to measure; the school system must exert careful selection in determining which tests to employ.

The second phase of the testing problem is that of deciding upon the proper form and content of quizzes and examinations. Any discussion of this phase is eventually concerned with the determination of the relative merits of the essay-type examination as compared with the so-called new-type examination. Lately there has been a tendency to employ the new type examination more and more, with the result that the essay type has been to a certain extent relegated to a secondary position. This great increase in use has been based upon the following advantages: (1)

1. The new type examinations are more objective in their scoring, since the responses of the pupils are controlled, and since there can be no doubt as to the correctness or incorrectness of their responses.

2. They may be very comprehensive and can be made to cover a great deal more material than the old type of examination.

3. They are very easy to score as compared with the older type of examination. This point is true, but only half-taken. Those who claim this advantage fail to realize that the construction of a new-type test takes a great deal more time than the essay type.

4. Pupils like the new types of tests. This is a debatable point, and depends wholly upon the mind of the student.

5. They are more educative for the pupils. This advantage is based upon the assumption that a pupil learns something from the positive statements made, on a true-false examination for instance, but nothing is said about the negative effect of the false statements.

There are several forms of new-type examinations, the most popular of which are the true-false test, the multiple-choice examination, the matching test, the completion test, and the analogies test. One of these forms can be used to fit practically every course in the educational system.

The essay test is very useful because the new-type examinations are subject to two glaring limitations. In the first place, they do not give the student any opportunity to organize his thoughts; and secondly, they do not distinguish between reasoning and guessing. The essay test has disadvantages which are obvious to all, but they still have their place in the school system. It is the opinion of the writer that both forms should be used, with careful consideration given to the following factors at all times:

1. Validity: Every test should measure what it is supposed to measure.
2. Reliability: Two applications of the same test should give similar results.
3. Objectivity: The scoring should be free from the personal equation of the scorer, to as great an extent as possible.

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2. Reliability: Two applications of the same test should give similar results.
3. Objectivity: The scoring should be free from the personal equation of the scorer, to as great an extent as possible.

4. Standard directions: All tests should be accompanied by printed directions.

5. Ease of scoring: Even an essay type test can be so constructed that scoring is relatively easy.

6. Norms or Standards: A test is of little value if there is not some standard upon which the results may be interpreted.

7. To provide a basis for comparison.

8. To promote competition.

9. To determine promotion.

10. To determine graduation.

11. To predict a pupil's future success.

12. To enable college authorities to pass on the qualifications of entrance candidates.

13. To determine credits and honors.

14. To determine participation in extra-curricular activities.

All schools use some variation of either of two forms; the marks are either of the percentage type, or are stated in terms of letters. The usual percentage system is based upon 100% as perfection with 50% as the dividing line between success and failure. This procedure is not only practically absurd, when carefully considered, because there is no teacher in the United States who can say that one student's mark should be 85% and another's 86%, and have mathematical grounds for making such a decision. When 59 points represent failure and 60 points denote a passing grade there is something wrong with the system; the division is too fine for subjective, or

The Method of Grading

One of the most discussed and unsettled problems in the present educational system is that of the method of marking students. Some authorities have advocated the elimination of marks, but as Symonds points out they are absolutely necessary, for the following reasons: (1)

1. To inform pupils and parents of pupils' achievement.
2. As incentives to study.
3. To promote competition.
4. To determine promotion.
5. To determine graduation.
6. To predict a pupil's future success.
7. To enable college authorities to pass on the qualifications of entrance candidates.
8. To determine credits and honors.
9. To determine participation in extra-curricular activities.

All schools use some variation of either of two forms; the marks are either of the percentage type, or are stated in terms of letters. The usual percentage system is based upon 100% as perfection with 60% as the dividing line between success and failure. This procedure is seen to be practically absurd, when carefully considered, because there is no teacher in the United States who can say that one student's mark should be 81% and another's 82%, and have mathematical grounds for making such a decision. When 59 points represent failure and 60 points denote a passing grade there is something wrong with the system; the division is too fine for subjective, or

even objective, measurement. The letter system, A B C D F, is coarser, and allows for more freedom in classifying the students. A class can be fairly accurately divided into five groups for purposes of marking.

But to merely set up the letter system as the basis for marking is insufficient, as there would be discrepancies due to the fact that different teachers mark differently, and also some are known to be chronically easy or hard markers. Cognizance must be taken of the fact that in any large group of students chosen at random their abilities tend to approximate the normal distribution, that is the majority are capable of average achievement, and the remainder are spread over either side of this majority. The marks on quizzes and examinations should be given on this basis; resulting in the elimination of the previously mentioned discrepancies. The approximate distribution of scores would be as follows:

A	7%
B	24%
C	38%
D	24%
F	7%

By using this method it is evident that the factor of relative difficulty of examinations is eliminated. Just because a test is easy there will not be a great number of A's, as the average mark cannot be more than C. But it must be remembered that "the percentages derived from the normal probability curve are only an approximation. In any one class the achievement of the group might exhibit marked deviations from the normal distribution. It is probably safer to use

the distributions as obtained from a given set of test scores than to force a group to fit the normal distribution."(1) Much criticism has been levelled at the use of the normal distribution method, but it is safe to say that it gives more accurate results than could possibly be obtained by allowing teachers to mark as they see fit.

But still we have not arrived at the root of the marking problem. Assuming that the method of normal distribution is employed, we have not yet defined the essential basis upon which a mark is to be given. Are we going to mark a student on a composite of his character, intelligence, effort, neatness, and achievement; or are we going to base the mark solely on achievement? It can be discerned that achievement is the only real basis for a mark; otherwise the purposes of the marking system are defeated. To quote Symonds (2): "Let it be stated here with emphasis that school marks should be thoroughbred and not hybrid. School marks should represent only one thing - achievement. School marks must not be a composite of several different qualities, otherwise they mean nothing. Above all, school marks should not be based merely on conscientious work. Quite unconsciously teachers use marks not only as a measure of achievement but as a disciplinary weapon."

The question then arises as to the way in which marks are to be kept clear of factors other than achievement. The most practical way, mentioned by Symonds (3) is to "provide marks for the recording of other qualities." That is, the

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1. Symonds: Measurement in Secondary Education. Page 512.
 2. Symonds: Measurement in Secondary Education. Page 505.
 3. Ibid: Page 505.

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teacher will have a place on the report card to rate the student in effort, character, and other factors, as well as achievement. In this way the mark which really counts, that of actual progress, will be relatively free from other elements.

The problem of grading is one of the most difficult confronting the teacher in all steps of the educational process, one that is practically insusceptible to perfection. If grading should be ability. That is, the best students should be placed in one section, the average pupils in another, and poorest in a third. Many criticisms have been made of this method of classifying, most of which are unavailing. For instance, it has been said that if the poorer students are grouped they lose the effect of stimulation which the superior students have over them, the theory being that poor students are motivated by the better ones. This argument is most unsound, as all the laws of human nature point to the fact that one is most likely to extend himself to his greatest effort when he is competing with others who are nearly his equal. It appears that such a grouping would have precisely the opposite effect; thus learning would in all likelihood be facilitated.

It is apparent that in a class where there is no grouping the teaching should be designed to "fit" the average student. In this case the very superior are not getting the most out of their work, and the very inferior are unable to cope with the material as presented. Thus the need for classification is evident.

Classification of Pupils:

This problem is one which is confined for the most part to junior and senior high schools, little being done in the collegiate field because college students represent selectivity. The division of the pupils in a given class into a number of groups is a relatively modern process.

The stated purpose of grouping is to provide each pupil with an equal opportunity to advance, thus the basis for classifying should be ability. That is, the best students should be placed in one section, the average pupils in another, and poorest in a third. Many criticisms have been made of this method of classifying, most of which are unsound. For instance, it has been said that if the poorer students are grouped they lose the effect of stimulation which the superior students have over them, the theory being that poor students are motivated by the better ones. This argument is most unsound, as all the laws of human nature point to the fact that one is most likely to extend himself to his greatest effort when he is competing with others who are nearly his equal. It appears that such a grouping would have precisely the opposite effect; thus learning would in all likelihood be facilitated.

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But the essential problem confronting the educators is not whether there should be any form of grouping, but rather the way in which the grouping is to be accomplished. Symonds (1) points out that there are "four bases possible for homogeneous sectioning:

1. Present status in the subject.
2. Present general ability.
3. Predicted status in the subject.
4. Rate of learning."

"Which of these four bases is the proper one to use in ability grouping? In order to answer this question one must know clearly what ability grouping is expected to accomplish. To answer this let us turn back to our description of the nature of growth in the learning of a high school subject. At the beginning achievement is zero--all start at scratch. As time passes some learn faster and some more slowly until at the end of the term or year there is considerable spread in the abilities of the class. This is a familiar phenomenon to every teacher. The aim of the sectioning is to bring together pupils who will be alike in achievement at the end of a period of learning. Using this as a guiding principle, 'predicted status' would be the basis on which to section. For this purpose prognosis tests are needed in every subject in which it is proposed to section. . . . Oftentimes a general intelligence test predicts standing in a subject nearly as well as a specially constructed prognostic test. So 'present general ability'

1. Symonds: Measurement in Secondary Education. Page 485.

1. Symonds: Measurement in Secondary Education. Page 486.

may also be a basis of sectioning and in lieu of a prognostic test one may use scores on a general intelligence test. It should be understood that a general intelligence test does not fit the situation in a special subject as well as does a special prognostic test." (1)

I agree with Symonds as far as he goes, but once again we note the tendency to consider an intelligence test score as an all-inclusive index. For instance, in any plan for grouping we must consider rate of learning. The mere fact that a student has a high intelligence rating does not mean that he should be placed in group A of a class, if he is a slow learner. Not all slow learners have low intelligence scores. In every class of any appreciable size there are always a few who are highly intelligent and yet neglect to do their school work. If the ultimate function of grouping, namely, to have every student on an equal plane at the end of the course, is to be accomplished, these students must be put in one of the lower sections.

The only sane conclusion regarding the method of grouping is that all of the contributing factors must be considered, and not merely one element which is only a small part of the total situation. The core of the whole problem is that all grouping should involve individualized instruction, a point which will be discussed in connection with a suggested program.

But the most important choice to be considered in the senior high school is that regarding continuation of education after graduation. It is just as important to assist a student to see that the

Guidance in Making Educational Choices:

This factor has been discussed to some extent previously, in presenting the objectives of educational guidance, and will be mentioned in presenting a suggested plan for vocational guidance. Thus, the present treatment will be rather brief.

In the junior high school: In the majority of junior high schools all of the students take the same courses in the seventh and eighth grades, with a chance for a limited choice in the ninth year. Therefore the guidance problem is not very difficult, and is built around preparing the student for the ninth-grade choice. During the ninth year preparation should be made for the choices which are necessary in the senior high school.

In the senior high school: The modern senior high school has from two to four groups of courses, including the classical, general science, and commercial divisions. The necessity of preparing the junior high school student for this selection is evident, in that specialization takes place in the first year of senior high. I consider this as a defect of the senior high school system, and will offer a tentative solution later. Too many students of high school age are persuaded to elect one group of courses because their parents want them to, and thus there is a possibility of the wrong adjustment being made at the very outset.

But the most important choice to be considered in the senior high school is that regarding continuation of education after graduation. It is just as important to assist a student to see that he should not go to college as vice versa.

Many factors must be considered in making the decision, including financial status, intelligence, interests, and the high school record. When the number of seniors who should contemplate going to college has been determined they should be assembled and given, at frequent intervals, information regarding college life, the advantages, and a discussion of possible colleges of entrance. Above all, students should be disillusioned in their belief that they should go to a college simply because the football team has won fifteen consecutive games. After the choice has been made, there is much that the high school can do, in getting information regarding courses, expenses, living facilities, fraternal organizations, and scholarships. In most of the senior high schools of the present day this guidance is given in haphazard fashion, a condition which should be remedied.

In the collegiate field: If the student has carefully chosen his college, the problem of educational guidance is not very acute after the freshman year. The problem then becomes one primarily of vocational guidance. The most important consideration in choosing courses is to make sure that the student maintains a class schedule which affords a proper balance of cultural and practical courses. Other problems in this connection will be discussed in the section devoted to orientation of the college student.

2. Making the pupils do their home lessons.

3. Emphasizing discipline.

4. Filling out blanks and giving information desired

by the school.

5. Presenting Psychology and the New Education - page 115.

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Cooperation Between the School and Home:

The home environment has much to do with the education of the junior and senior high school student. By the time a boy or girl enters college, the home ceases to have such a direct effect, except in a negative way, as many "fall by the wayside" when given an opportunity to be away from home.

It is a well-known and convincing fact that many school failures are the result of unsatisfactory home life. The problem of the teacher and the school administrator is to be familiar with the homes of every student, so that any necessary training which is neglected at home may be given in the school. To quote Pressey: (1) "She (the teacher) needs also to have an understanding of the social forces in the home for the very important practical reason that the child inevitably brings to school with him the maladjustments he finds at home and his school work is much influenced by this emotional load. Probably a majority of the problems of discipline and motivation have their roots in a 'problem home'".

There are many homes with which the school will have great difficulty in cooperating, because the parents do not care anything about the education of their children. But granting these exceptions there are several ways in which the two may work together. The parents can cooperate with the school by:

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4. Filling out blanks and giving information desired by the school.

5. Giving instruction in development of character and ideals.

6. Consulting teachers on visiting days, etc., to find out just what the children are doing.

7. Keeping the children at home when suffering from contagious diseases.

On the other hand there are several ways in which the school may cooperate with parents:

1. By sending periodic reports of the pupil's scholastic standing.

2. By giving the parents opportunities to consult with the teachers.

3. By offering health clinic facilities.

4. By giving particular attention to the problems peculiar to the maladjusted child.

The way in which the maximum cooperation may be secured is very difficult to decide upon. Many schools have worked out rather complicated systems involving school visitors, and the gathering of a great deal of information. These plans are commendable, but in many cases not practical. The teacher seems to be the most logical person to maintain this close cooperation, and should consider it as part of his, or her, work at all times. Pressey (1) says, "If you are to understand your pupils, you must know the neighborhood and the community from which they come. It is, therefore, desirable that you should live in the community, spend most of your week-ends there, attend neighborhood and community gatherings. Such acquaintance will not only help you understand your pupils; you will thus make contact with various

1. Pressey: Psychology and the New Education - Page 142.

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people (physicians, clergymen, leaders in the local women's clubs, business men interested in 'The boy problem') who may help you in dealing with any special problems which arise in your dealings with your pupils. And the community will like you much better if you show an interest in it."

of the freshman through Freshman Week and the proper choice of a curriculum.

Freshman Week:

When a young man or woman enters college there are many new adjustments to be made, both as to the work to be done and the social activities. Many are leaving home for the first time, and are very apt to be either very homesick, or glad to welcome the opportunity to be "on their own." It must also be remembered that the students come from many different places, where many different educational systems are operating; thus the necessity for unification, so that all may start on a nearly equal basis.

For the above reasons, as well as several others, most of the colleges in the country today set aside a few days in the fall before classes actually begin to carry on this freshman orientation. The procedure can best be understood by presenting an outline of a plan at present operating at the University of Maine, which was one of the first colleges to instigate the practice: (1)

1. Lectures

2. Library

1. Taking notes and examinations.
2. Use of library.

Orientation of the College Student:

The problems thus far presented in connection with educational guidance have been of major importance to junior and senior high schools. We now come to a matter that is primarily a consideration of the college; the orientation of the freshman through Freshman Week and the proper choice of a curriculum.

Freshman Week:

When a young man or woman enters college there are many new adjustments to be made, both as to the work to be done and the social activities. Many are leaving home for the first time, and are very apt to be either very home-sick, or glad to welcome the opportunity to be "on their own." It must also be remembered that the students come from many different places, where many different educational systems are operating; thus the necessity for unification, so that all may start on a nearly equal basis.

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I Lectures

Subject

1. Taking notes and examinations.
2. Use of library.

3. Use of books.
4. College duties and responsibilities.
5. The colleges.
6. College students, day's work and college customs.
7. Cultural reading.
8. Social conduct.
9. Current university problems and honor societies.
10. Hygiene and physical training.
11. Higher obligations of life.

II Exercises, Tests, Etc.

Number of Periods

- 4 Chapel
- 5 Individual photographs.
- 8 Recreation.
- 2 Physical examination.
- 2 Campus inspection.
- 1 Practice in use of books.
- 2 Practice in use of library.
- 2 Psychological tests.
- 2 Mathematics tests.
- 4 Exercises in English.
- 1 Chemistry test or lecture.
- 4 Field day.

37

III Evening Program

<u>Date</u>	<u>Activity</u>
Tuesday	General welcome to Freshmen.
Wednesday	Motion pictures at Orono.
Thursday	Athletic rally and songs.

3. Use of books.
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Wednesday	Motion pictures at Orono.
Thursday	Athletic rally and songs.

Friday. Stunt night.
Saturday. Dance and games.
Sunday. Vespers.
Monday. Organization of class.

From the above analysis it is evident that any plan for Freshman Week must include the following major considerations:

1. Definite instruction regarding:

- a. Study hints, including use of library.
- b. Budgeting of time and money.
- c. Maintenance of good health.
- d. History of the institution.

2. Administration of tests, including:

- a. Psychological.
- b. English language.
- c. Mathematics.
- d. Scientific aptitude.

3. Social activities, including:

- a. Dances.
- b. Rallies.
- c. Class organization.

Enough has been said to demonstrate that the Freshman Week program does present a real problem. A plan for organization will be suggested later.

Choice of curriculum:

It has been pointed out that the most common method of guidance on the selection of courses is to have certain faculty members take charge of a number of students. The writer is convinced that this is not the proper procedure,

1. Husband: Applied Psychology - Page 110.
2. Husband: Applied Psychology - Pages 114-115.

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It has been pointed out that the most common method of guidance on the selection of courses is to have certain faculty members take charge of a number of students. The writer is convinced that this is not the proper procedure,

and agrees with Husband (1) in recognizing the following disadvantages:

1. Few instructors are competent to give advice which is broad and adapted to the individual's desires and needs. To give valid advice requires the knowledge of an expert, trained in personnel work.
2. The advisory duties are in no way related to the professor's major endeavors, and are often discharged in a perfunctory manner, as a necessary evil.
3. Each person possesses only a partial knowledge of the curriculum. He is likely to suggest with undue enthusiasm courses in his or related departments, or given by those he knows to be inspiring teachers.

"For these reasons it would appear advisable for some centralized bureau to take complete charge of this curricular guidance; and none is better equipped than the personnel office. This might introduce some mechanical difficulties, due to great pressure at certain times of the year, but this could be taken care of by spreading out the dates for election of courses. Only those cases which present special problems need be delayed until just before the semester begins." (2)

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1. Husband: Applied Psychology - Page 256.
 2. Husband: Applied Psychology - Pages 256-257.

The Interference of Social Activities with School
and College Work.

Perhaps the most uncontrollable problem with which a school or college has to deal is that of curtailing the interference of social affairs with studies. The college presents the best example of this problem, but it is nevertheless an important one in junior and senior high schools. No solution can be offered which is "fool-proof", but certain helpful suggestions can be made.

In the junior high school: Here the matter is not of particular importance, as the pupils have not quite reached the age at which social functions are considered paramount. The parents still exert a strong influence, and can easily handle the situation. The junior high school can be very instrumental, however, in preparing the pupils to meet the problem as it arises later on; by stressing the fact that education comes first at all times. If the student can have this point thoroughly instilled in his mind at an early age, his attitude may not become one-sided during the years of senior high school and college.

In the senior high school: During the senior high school years we find the first urge to "step out", and once kindled this urge is very apt to usurp all others. The young people of this age have an idea that life is just one good time after another. There is an apparently endless succession of dances, parties, and athletic events. It is a clear case of immediate satisfaction completely eclipsing remote significance.

The school can, in many instances, combat the problem through the parents, assuming that they are interested in the student's welfare. In this connection a comparatively new invention, the radio, has arisen to further complicate the problem. The radio greatly interferes with home study; it is a great temptation to listen to the "Adventures of Tom Mix and his Straight Shooters" when one should be trying to solve the next day's algebra problems. This is a matter in which the parents must lend assistance.

A supervised study period in school offers one possibility of being assured of the fact that the students will do a certain amount of studying, providing such a period is properly conducted. Another method being used is to ban all school entertainments except on certain nights. This is a means of control in small towns, but in the large city, where there are so many avenues of outlet, this proves unavailing, and oftentimes even more disastrous. Practically the only possible solution is to try to impress upon the students the desirability of suitable work habits.

In the collegiate field: The problem becomes even more acute when college is reached, except for the fact that the college students are a selected group and should presumably be able to maintain proper equilibrium. But this is counter-balanced to a large extent by the realization that the social opportunities and functions are much more numerous. The college cannot, in most cases, appeal to the parents for assistance, but must make a direct attack. The transition from high school presents numerous opportunities for letting

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work become purely secondary, a point which has been previously discussed.

In most colleges the fraternity presents the basic problem, with its many social events and the "herding" together of men under conditions which render concentrated effort nearly impossible to the mind which is not properly trained. This is not intended to infer that the fraternity is undesirable, but it should be subjected to close scrutiny and control by college authorities.

There are always some men who take part in so many college activities that they have little or no time to devote to their studies. Now, it is in reality a debatable question whether or not these men find it ultimately more beneficial to spend more time studying, because there is a practical value to participation in such activities. But the college marks would be low, and not true indexes of the man's real ability. Consequently it seems as if some half-way point should be attained.

Participation in athletics often interferes with college work, and has a more serious result than in the case of the "activity man", because it is very seldom that athletic talents are capitalized in later life. Much has been written and spoken of over-emphasis and subsidizing, even to the extent of publishing lists of colleges which are guilty of these mal-practices, and also those which are to be regarded as "simon-pure". This is not a treatise of athletic commercialism, but it is the opinion of the writer that the idea of over-emphasis is due more to outside forces, such

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as civic organizations and newspapers, than the institutions themselves. However, it should be said that athletics must not be carried too far, and strict rules regarding participation, on the basis of scholastic standing, should be set up and adhered to.

The best method of combating this whole problem in the college is through systematic counseling, provided by trained individuals who devote their entire time to the work. All cases should be treated individually, and the adjustment made must be one which will not react against the student in such a way that he will lose all interest.

In concluding this discussion, I do not want to leave the impression that I think that social activities are undesirable in the educational system. On the contrary, if properly controlled by the institution, and properly understood by the student, they are indispensable in the acquisition of a thorough and complete education.

The average college of liberal arts gives an excellent cultural background, but little in the way of practical courses. This condition would be satisfactory if all of the graduates made use of their cultural training after graduation, but the fact is that many enter the business world, and are at a distinct disadvantage. Conversely, most business colleges fail to offer anything but the strictly commercial subjects. They fail to realize that there are other things of importance in life besides those having a decided pecuniary angle. It is evident that there must be a balance between the two types of course in any well-organized curriculum.

Cultural Versus Practical Courses:

Throughout the whole educational period the various units are, or should be, confronted with the problem of maintaining proper balance between the courses of a cultural nature and those which are reputed to have practical value. Many educators think that the cultural courses are unnecessary, whereas others hold the opposite view. But both classes are failing to consider the matter with an open mind.

If a high school offers only a classical course, one that prepares for college, it is evident that those who do not attend college are going to find themselves thrown into the world of business without any knowledge of even the rudimentary procedures. On the other hand, a high school offering only a commercial or science course is giving a training which is too narrow in scope.

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High schools have not, in general, done a great deal to meet this problem. Students electing the commercial course do not get any of the cultural courses at all; the viewpoint is still too narrow. More has been done in the collegiate field to attain the well-balanced curriculum. The Boston University College of Business Administration is one of the best examples of the new attitude. Throughout the four years of college work the student is required to take certain courses which are intended to be of cultural value, while there are many more similar courses which are elective. There are numerous literature and history courses which supplement those in accounting, commercial law, and other strictly business subjects.

It is very difficult, in a collegiate school of business, to make the cultural subjects have real value, because of the fact that the type of student attending such a school seems to have an inherent aversion to anything without the realm of the practical. Therefore, it seems as if those chosen to teach these subjects should be even better qualified than the professors in colleges of liberal arts, because of the increased difficulty of the problem.

In conclusion, it seems inevitable that this idea of maintaining proper balance will grow, and that all educational plans will be based on such a premise in the future. As has been aptly stated by a leading educator, (1) the man who has only a knowledge of accounting, economics, and other allied subjects is only one-half educated, and the man who has only a knowledge of Shakespeare and the fine arts

1. Davis; Roy L. - Speech at Assembly.

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is likewise only one-half educated. The educated man has a working knowledge of both types.

CHAPTER IV

THE IMPORTANT PROBLEMS OF

VOCATIONAL GUIDANCE.

In Both the High School and Collegiate Fields.

The Measurement of Interests:

The last chapter was devoted to a discussion of the problems peculiar to educational guidance; we now turn to a discussion of those involved in vocational guidance, which is a logical procedure, as the vocational guidance phase is inaugurated later than educational guidance. Vocational guidance involves two major problems; all others are secondary. The first of these is the measurement of interests, the second is the selection of occupations corresponding to the interests.

CHAPTER IV

For years people have been trying to predict future success through a knowledge of interests. The method has evolved through several stages. Some of the methods used are little less than absurd, and are probably of no ground. For THE IMPORTANT PROBLEMS OF methods of determining interests through the use of a scale in a room by himself for a while with an apple, a Bible, and a dollar. The VOCATIONAL GUIDANCE. The child chooses the apple as a plaything he is bound to be a farmer. The Bible would lead him into the ministry, and the handling of the dollar would mean that he was to be a business man. It is probably to be assumed that if the child is found sitting on the floor, with the apple in one hand and the dollar in the other, such a diversity of interests would signify that he is going to be a politician.

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For years people have been trying to predict future success through a knowledge of interests, and the problem has evolved through several stages. Some of the methods used are little less than absurd, and are gradually losing ground. For instance, Kitson (1) reports one of the earlier methods of determining interests through leaving a child in a room by himself for a while with an apple, a Bible, and a dollar. The assumption is that if the child chooses the apple as a plaything he is doomed to be a farmer, the Bible would lead him into the ministry, and the handling of the dollar would mean that he was to be a business man. It is probably to be assumed that if the child is found sitting on the Bible, with the apple in one hand and the dollar in the other, such a diversity of interests would signify that he is going to be a politician.

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1. Kitson: The Psychology of Vocational Adjustment. Page 146

measurement of interests. This is based upon the assumption that an individual must enter that work which involves his particular desire or fetish. For instance, if a person has a decided fetish for beautiful hair, the most suitable occupation would be that of hair-dresser. This method may be of some value if conducted by an expert, but it is not practical for use in large groups.

The most useful method of studying interests is through the use of subjective interest tests, through which a person's interests are determined on the basis of the expressed likes and dislikes of men engaged in all of the major fields of endeavor. The most valid of these tests is one devised by E. K. Strong; an analysis of this test will be given to demonstrate how interests are measured:

According to Husband, (1) Strong states: "Men engaged in a particular occupation have been found to have a characteristic set of likes and dislikes which distinguish them from men following other professions. Scores on the Vocational Interest Blank are a measure of how nearly a man's interests coincide with those of the average man successfully engaged in a certain occupation."

"There are 420 items on the blank, to each of which the individual reacts by indicating whether he likes (L), is indifferent to (I), or dislikes it (D). The 420 items comprise 100 occupations (e.g., actor, advertiser, architect), 54 amusements (golf, fishing, hunting), 39 school subjects (algebra, agriculture, arithmetic), 82 activities (repairing a clock, making a radio set, adjusting a car-

buretor), 63 peculiarities of people (progressive people, conservative people, energetic people), 42 miscellaneous items, and 40 estimates of present abilities and characteristics ('usually start activities of my group', 'usually drive myself steadily', 'win friends easily')."

"In filling out the blank one is constantly urged to work as rapidly as possible. The first impression should be checked; if one thinks the matter over to decide what he should answer or what a lawyer or doctor might think about that point, his genuine interests will not have been obtained. Feelings, not abilities are being studied, so trying to give a 'best' answer, whatever that might be, is undesirable. There is no time limit beyond the instructions to record first impressions with rapidity."

"Strong standardized his test by finding how successful men in various professions differed from the average of men in general. Thus 25 per cent of men would like to be actors, but only 9 per cent of engineers would care for that type of work. This coupled with the ratios on the indifferent and dislike choices gives a weighting which may be applied to potential engineers. If one dislikes to be an actor he receives four points to his credit; if he is indifferent he is given -1; and a score of -6 if he would like to be an actor. This does not mean that an actor's profession is any the less worthy, but that engineers, as a rule, do not care for it, and in this respect anyone who likes it differs from the great majority of engineers." (1)

"Interpretation of the total score is made in terms

of the distribution of successful individuals already in that vocation. An 'A' score is arbitrarily set as including the range of the upper 75 per cent of those in the vocation; a 'B' score is one in the lower 25 per cent; a 'C' score is any which lies outside the range of those in the occupation. Thus for engineers a rating of A includes scores from 202 to 640; B is from 1 to 201; and C a score of zero or below."

"One has probably already surmised that the test cannot be scored a single time and hold good for any vocation which one might consider entering. In this the interest blank differs from intelligence tests, which have a single score which can be applied to any desired use. But with the interest test one must ascertain how members of each profession feel about each situation included in the blank."

Several other interest tests have been constructed along the same general line as Strong's, perhaps the most important of which is the "Vocational Interest Quotient", devised by Harry Walker Hepner. This test is divided into three forms, one to be taken by laborers, one for business occupations, and one for the professions.

But none of these tests can be of any value whatsoever unless it can be shown that they are valid. In order that the results of a test can be of value, two things must be proven:

1. That interests are permanent, or that they vary universally in the same direction.
2. That there is a close correlation between interests and abilities.

The Permanence of Interests:

The first question is whether or not interests remain constant, as do the scores on an intelligence test. As far as the junior high school pupils are concerned, it is evident that little can be deducted from a study of interests. The young boy is, as a rule, interested in the novel, the "flashy", what his father does, and fails to recognize any but the favorable aspects of such followings. Little or nothing can be told at this age.

It is doubtful if the senior high school student is a great deal more accurate in knowing his interests. A study of high school students, made by Proctor and Ward, and reported by Hollingworth (1), made a follow-up of 771 young people, who four years before, in high school, had indicated their vocational interests. 272 were engaged in vocations, and 60 per cent were in occupations ranking lower than those in which they had expressed interest. It was found that the more intelligent tended to carry out their original vocational plans. This study revealed that only 71 of the 272 had gone into occupations for which they received training in high school.

When we arrive at the college level the interests become a bit more stable, but there is still a decided lack of permanence. Hollingworth (2) reports a study wherein "college seniors were asked to mark a list of vocations by indicating five choices in order of preference. The

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1. Hollingworth: Vocational Psychology and Character Analysis- Page 201.
 2. Ibid - Page 201.

request was repeated two years after they had left college, and in many instances had opportunity for experience and actual employment to modify their likes and dislikes. Seventy-five per cent still indicated the same vocation as their first choice. But 41 per cent gave a new second choice."

Hepner (1) reports a research by Kitson in which a study was made of the first 1000 listed in Who's Who in America (1919-1920). The results were tabulated as follows:

Ages at Which Vocational Changes Were Made.

<u>Age</u>	<u>Number</u>	<u>Per Cent</u>
Below 15	7	3
15 - 24	71	28
25 - 34	89	35
35 - 44	54	22
45 - 54	20	8
55 - 64	9	3
Over 64	<u>2</u>	<u>1</u>
	252	100

The studies cited and all other evidence points to the fact that we are still uncertain about the permanence of interests during late adolescence and early maturity. As this is the most important period it detracts considerably from the validity of the interest tests.

Correlation Between Interest and Ability:

Obviously if a student states that his greatest interest is in playing professional baseball, and he cannot in reality play the game any better than the average girl,

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Agas at Which Vocational Changes Were Made.

Age	Number	Per Cent
Below 15	5	3
15 - 24	71	28
25 - 34	89	35
35 - 44	54	22
45 - 54	20	8
55 - 64	9	3
Over 64	2	1
	222	100

The studies cited and all other evidence points to the fact that we are still uncertain about the permanence of interests during late adolescence and early maturity. As this is the most important period it detracts considerably from the validity of the interest tests.

Correlation Between Interest and Ability:

Obviously if a student states that his greatest interest is in playing professional baseball, and he cannot in reality play the game any better than the average girl,

we cannot direct him into this field. It becomes necessary to determine whether or not a person has the greatest ability in that field in which he exhibits the greatest interest. The early conception was that there was a close correlation, based largely on a study made by Thorndike in which he in some way obtained a correlation of .90. Recent studies have greatly reduced this figure. One, reported by Hollingworth, (1) and made by Fryer, showed a correlation of only .38 between actual intelligence and the intelligence requirements of the vocation of greatest expressed interest. Hollingworth (1) also reports a study in which Moore, by applying engineering aptitude tests and engineering interest questionnaires to a group of sales and design engineers, found a correlation of .50 between interest as determined and ability as measured. Other studies have shown definitely that the student's interests tend to exceed his abilities.

In conclusion, Hollingworth (1) has aptly summarized this matter of interest and ability: "On the whole then it seems clear that the vocational interests are apt to outrun vocational talents, especially in the case of those of lower general ability. However permanent such interests may subjectively be, they are in large numbers of cases doomed to frustration. It is perhaps the part of vocational mental hygiene to recognize these facts as early as possible. High school pupils below average ability are destined for the most part, to find ultimate occupation at levels below

their interests and ambitions in high school years. Those of better than average ability may be expected ultimately to approximate their early ambitions."

It is very apparent that the results of interest tests as instruments of predicting vocational success are not to be taken as final. The writer wishes to urge that, as in the use of intelligence tests, interest test results be taken as merely one indication of a person's general and total "make-up." When used in conjunction with other factors an analysis of interests may be very valuable. It is also important to state at this point that, as a general rule a person is not the best judge of his own interests. This is due primarily to the fact that an individual tends to over-estimate his interest in desirable things, and underestimate his interest in the undesirable. One tends to rationalize himself into thinking that he is interested in a certain activity, when he actually is not.

Scott, Clothier, and Mathewson (1) have analyzed the use of interest tests as follows: "The exact value of these interest tests has yet to be determined. Until the careers of large groups of persons can be followed for a considerable period of time, the tests can be used only by those who will approach the problem of determining interests with an experimental point of view and will use the proper safeguards. Nevertheless, the results of these tests so far seem to indicate that they have general merit and certainly tests which approach the solving of such an important problem as

the measurement of interests are well worth further study. Interest is an important factor that has received little attention thus far. If further research makes possible the differentiation of the interests of men engaged in various occupations, we may be able to give vocational guidance to the extent of pointing out to a person that his interests identify him with certain occupational groups, such as one including civil, mechanical, electrical, and mining engineering."

one, and requires the services of an expert. Some managers make the sad mistake of accepting their program as correct in another part of the country, and fail to recognize local conditions. Others are using the results of analyses prepared ten or more years ago, without recognizing changed conditions. Still others do not take cognizance of the truth that in some occupations the facts are constantly being altered; they fail to recognize changing conditions. Upon the recognition of these three factors rests the success of the vocational guidance program.

The expert, upon being assigned the task of analyzing occupational information must outline a plan based upon two major questions:

1. What are the essential facts necessary?
2. What are the principal sources of facts?

The problem of deciding what facts are necessary varies slightly with every occupation, but there are some facts which must always be considered, and it is the duty of the

expert to Obtaining Occupational Information. surrounding

each All of the previous discussion regarding the analysis of interests is completely superficial and useless unless the institution offering guidance has comprehensive and reliable data relating to every occupational field. Here lies the backbone of the vocational guidance program; accurate and detailed information must be available at all times. a. Hours of employment.

The task of compiling information is a very difficult one, and requires the services of an expert. Many bureaus make the sad mistake of accepting data prepared by someone in another part of the country, and fail to recognize local conditions. Others are using the results of analyses prepared ten or more years ago, without recognizing present conditions. Still others do not take cognizance of the truth that in some occupations the facts are constantly being altered; they fail to recognize changing conditions. Upon the recognition of these three factors rests the success of the vocational guidance program. increasing.

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1. What are the essential facts necessary? conditions, etc.
2. What are the principal sources of facts? help the worker.

The problem of deciding what facts are necessary varies slightly with every occupation, but there are some things which must always be considered, and it is the duty of the

b. Extent to which occupations may be learned skills

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expert to decide what the peculiar conditions surrounding each individual occupation are. Jones (1) has presented a composite outline of the essential facts which must be considered about occupations:

1. General description - importance in the community,
in the state and nation; service to society.

2. Working Conditions:

- a. Hours of employment.
- b. Wages - beginning - increases.
- c. Steadiness of employment - seasonal demands, etc.
- d. Housing - general conditions of work.
- e. Health and welfare activities.
- f. Organization of occupation; simple, complex, gradation of officers, participation by employees.
- g. Organization of workers; unionized, open shop, etc.
- h. Trade conditions:

5. Legal (1) Demand - increasing or decreasing.

- laws. (2) Supply of workers - amount; sources.

- in d i. General advantages and disadvantages:

- golden that is (1) Social status.
- The best way (2) Provision for compensation, pensions, etc.
- sonal visits (3) Factors that interest and develop the worker.

- source 3. Possibilities:

- the techn a. Provision for systematic instruction and supervision on the job.
- making of b. Extent to which occupation may be learned while

1. Department of the Federal Government:

- c. Line of promotion and possibilities.
- d. Probable changes in character of occupation or job; increase in size of plant; increased specialization of work; improvement in status.

4. Job Analysis: Bureau of Education.

- a. The nature of the tasks, the materials with which to work, the equipment.

2. Bureau of Labor Statistics, Division of Statistics.

- b. The output; amount, character, demand.

- c. Qualifications needed:

3. State Department of Education.

- (1) Age.

4. State Department of Education, Bureau of Statistics.

- (2) Sex.

5. State Department of Education, Bureau of Statistics.

- (3) General education.

- (4) Necessary technical training.

4. College of Education.

- (5) Skills and special aptitudes.

- d. Strains and hazards - mental, moral, social, and physical.

- e. Common deficiencies of workers.

5. Legal conditions - child labor and general labor laws. University of Minnesota.

In discussing the sources of facts it must not be forgotten that local conditions must be the basis of all data. The best way to get the desired information is through personal visits by the expert. But there are many valuable sources which may be of aid to the counselor in showing the technique of making surveys, and in giving certain universally prevalent facts. Some of the chief agencies making studies of occupations are: (1)

1. Departments of the federal government:
 - a. United States Bureau of the Census.
 - b. United States Department of Labor.
 - (1) Training Service Bulletins.
 - (2) Women's Bureau Bulletins.
 - (3) Children's Bureau Bulletins.
 - c. Federal Board for Vocational Education.
 - d. United States Bureau of Education.
2. National Research Council, Washington, D. C., Division of Education Series.
3. State Departments of Education:
 - a. State Board of Education, Madison, Wisconsin.
 - b. State Board of Control for Vocational Education, Lansing, Michigan.
4. Colleges and Universities:
 - a. University of California.
 - b. Indiana University.
 - c. Iowa State College.
 - d. University of Michigan.
 - e. University of Minnesota.
 - f. University of Oklahoma.
 - g. Stanford University.
5. City Departments of Education.
6. Chambers of Commerce, Boards of Trade and Service organizations in various cities.
 - a. Cincinnati Chamber of Commerce.
 - b. New York City Kiwanis Club.
 - c. Philadelphia Chamber of Commerce.

7. Private and Philanthropic Agencies:

- a. American Association of Social Workers, New York.
- b. Bureau of Vocational Information, New York.
- c. White-Williams Foundation, Philadelphia.

8. Studies by Individuals.

- a. Many are listed by Frederick J. Allen in his "Guide to the Study of Occupations", Cambridge: Harvard University Press, 1925.

The foregoing analysis shows the extensivity of the problem of obtaining vocational information. It is highly important that when the facts are all gathered, and the reference shelf is fairly complete, the counselor make some kind of a file index, through which he will be able to find the information when it is desired. Too many counselors, after having a sufficient array of data, fail to make use of what they have, and rely upon their own knowledge and ideas in considering a case.

In conclusion, this point cannot be over-stressed: Occupational information is the core of the whole guidance program, and this information must be:

1. Comprehensive and detailed.
2. Accurate.
3. Up-to-date.
4. Applicable to local conditions.
5. Pertinent to the guidance problem.
6. Systematically arranged.

The Uses of Intelligence Test Results.

This matter has been discussed at length, and little amplification is needed here, except to note that the same difficulties arise as in the case of educational guidance. The results of intelligence tests may be helpful to the vocational counselor when used in conjunction with other criteria. Experience has shown that various occupations seem to require a fairly definite level of intelligence. Husband (1) has given a list of advised Intelligence Quotients for various occupations as follows:

<u>Group</u>	<u>I. Q.</u>
A. Teacher, engineer, lawyer, journalist, clergyman, accountant	126
B. Physician, novelist, grade teacher, banker, chemist	122
C. Draftsman, secretary, dentist, minor executive.	116
D. Stenographer, bookkeeper, nurse, clerk, gym or music teacher	110
E. Musician, photographer, electrician, druggist .	103
F. Policeman, tool-maker, plumber, dressmaker, machinist, vaudeville actor	95
G. Carpenter, farmer, hair-dresser	90
H. Sailor, structural steel worker	84

Means of Providing Vocational Information:

It was stated in a preceding section that the assimilation of occupational information created the backbone of the guidance program, and ample proof was offered. The next problem confronting the vocational department is that of presenting this information to the student in the most beneficial way. The "one best way" has not yet been discovered; thus the purpose of this section will be to review what has already been done, with a statement of the short-comings, as they appear to the writer. The last chapter will offer a possible solution.

In the junior and senior high schools:

The methods of providing information have been practically the same at both of these educational levels, and therefore can be grouped. The most important are as follows:

1. A special course devoted to the presentation of occupational data. The usual procedure has been to select a number of occupations, sometimes without regard to local conditions, construct an outline which will be applicable to all, and follow the outline religiously in discussing each occupation. To the high school student such a procedure soon becomes most uninteresting, because the average boy or girl is not thinking very seriously of a career. Also, most of the teachers present the material in terms of the executive, and not in terms of the lowest position, the one which the average graduate will assume.

2. The assigning of supplementary biographical and occupational readings. In connection with English courses outside readings are assigned dealing with the

various phases of occupations. An example is a book written by Rex Beach, entitled "The Iron Rail." This book "describes the building of a railroad into the copper regions of Alaska. It is very good to illustrate the work of civil engineering." (1) While such contributions may be interesting, they fail to be of tangible value in regard to choosing a vocation. Everyone is familiar with the average biography; it presents a very one-sided picture of a man and his work, or at least it is impractical because it represents an exceptional case. A biography is not written unless the subject is far above the average in his field.

3. Visits and talks by prominent business and professional men. Most schools invite men from the local businesses in at various times to talk about their particular field. The general result is, usually, that these men give anything and everything except the desired information. It is very difficult for such an individual to put himself in the position of the students and thus he fails to anticipate their needs. Some schools try to eliminate this by giving the speaker an outline in advance, but at best this method is of little value.

4. Investigation by students. Properly used, this method has considerable utility, but the purpose has been faulty in the past. If students are compelled to obtain mere facts about occupations they soon become discouraged, and lose interest. But if such a study can be made interesting, and at the same time enlightening, it has favorable possibilities. Visits to local factories and shops

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are included in the investigation, but this procedure has definite disadvantages: (1)

1. Time and expense involved is so great as to make it impossible in all but a few cases.

2. There are usually only a few establishments that will cooperate with the school.

3. Often the dirt, noise, and confusion are so great as to be decidedly disturbing.

Thus it is evident that the method of student investigation is limited in usefulness and practicality.

5. Try-out and exploratory courses: The avowed purpose of these courses is to give the student a chance to see how he likes different businesses and employment situations. Opportunities are afforded in the junior business training course, the shop courses, and in the general required courses, if the teacher chooses, for try-out. The limitations of such a procedure are apparent:

- a. No plan can be wide enough in scope to give a try-out in the whole range of occupations.

- b. The wrong attitude is usually adopted by the teacher; the try-out is considered as just another course in which the pupil is to receive a mark, not as a means of gaining needed experience.

- c. Such courses are, as a rule, not vocationally significant; they offer a try-out only for further school training.

6. Some systems have instituted individual counseling,

but their numbers are very few. The one great fault to be found with all of the methods which have been used is that they fail to recognize that each individual case requires different treatment. The counselor is needed in the high school just as much as he is needed in the college, and perhaps even more so. The high school problem resolves itself, then, into providing satisfactory vocational training for all, through organization of a centralized department, under the direction of a trained counselor.

In the college:

In general, colleges and universities have done very little in the way of providing vocational information, especially the liberal arts colleges. The attitude has been that the student should not be encouraged to think about a vocation during college days. Schools of law, medicine, dentistry, and others offering specialized training assume that the vocational choice has already been made, and thus there is no need for vocational guidance.

Some colleges, notably those having schools of commerce and business administration, have instigated vocational departments to carry on instructional and placement activities, with the emphasis upon placement, a matter which will be discussed presently.

The methods of providing vocational information in these institutions are far from commendable. For instance, at the Boston University College of Business Administration two days are set aside each year known as "Vocational Days", wherein speakers from various businesses are asked to address

students interested in their particular fields. Students are allowed to select any talk which they desire to hear, and it is possible to hear three during the day. The writer is convinced that this plan has little tangible value as a means of giving occupational information. The limitations accompanying a method involving talks by prominent men have been discussed in regard to the high schools, and they apply equally as well to the college. I recall attending one such talk which was without a doubt one of the most entertaining hours I ever spent, but after all that was not the essential purpose. In addition, no explanation is needed to point out that such a plan does not offer an opportunity to obtain a wide range of information, granting that all the speakers do give comprehensive analyses.

The college has one distinct advantage over the high school in that the student is more interested in gaining a knowledge of occupations, and can be relied upon to carry on a fairly intelligent survey if properly motivated. Very few colleges have organized classes in vocations, but this may well be done; furthermore, such a plan will be of value if properly conducted. The student is more mature, and the interests are slightly more stable. The classroom method may be relied upon for the dissemination of information, but each individual case must be treated through intelligent counseling. This leads to a discussion of the selection and training of counselors, the subject of the next chapter of this thesis.

oughly suited was competent for certain jobs. Employers

Placement Problems and Difficulties.

After the student has received the necessary vocational training and is about to graduate, the placement function arises; the problems and difficulties of which are practically the same for high schools and colleges.

Placement was over-emphasized in the early stages of guidance, according to Jones. (1) He says, "The chief aim of vocational guidance was to steer people into jobs where they could do their best work. For a time there seemed to be real danger that all the time and money would be spent upon the placement of students, finding jobs for them, rather than upon the more fundamental parts of guidance. This was a need that had a direct and immediate appeal to business men, and money could more readily be obtained for this than for the other part of the guidance program where the results were not so immediate. This was emphasizing what should be considered as the final result rather than the more important preparation." But this danger is no longer present.

The major placement problems and the difficulties arising from them are as follows:

1. Making contacts with employers: No vocational department can be a success if it does not have contact with a large number of local and non-local employers, who will look to the department when they are in need of employees. The department must sell the employers the idea that a man graduating from the particular school or college is thoroughly suited and competent for certain jobs. Employers

will not come to the vocational department for help unless they are convinced that they can get a well-trained individual; the department must "go out and get the business."

The department must obtain the cooperation of the employers regarding the descriptions of jobs, so that better placement is possible. Many employers are indifferent to this cooperation, and must be shown that it will benefit them as well as the employee. This is a highly important point, because if a poor adjustment is made the first time, the employer will be skeptical of the efficiency of the vocational agency.

2. Assisting the student in securing the job. The first consideration in this problem is to impress upon the student the fact that he cannot expect the vocational department or placement officer to do all of the work for him; he must secure the job himself; with the department acting as an intermediary. Many fail to understand this, and then admonish the placement officer for "not getting them a job."

But there are several things which the department can do to be of assistance to the student, such as instruction as to how to conduct himself when being interviewed, selecting the proper men to try for an opening, and the writing of letters of introduction to employers.

Above all, the placement should be based upon a high correlation between the requirements of the job and the qualifications of the individual. To quote from Husband: (1)

"It would be making an entirely wrong approach if the personnel interviewer answered a student who came in for

vocational aid by saying: 'Here, I just received this letter from the telephone company. They want a number of men. Will you take one of the positions?' The individual may not have definite aims, and may grasp the first job that offers itself so that he can earn his living, without due thought as to his permanent likes and dislikes." A procedure such as the foregoing is very hard to avoid in a time such as the present, when every one is looking for any job that may present itself. No doubt many poor adjustments are being made today which will be regretted later on. Handling placement activities during a period of depression is one of the chief difficulties which the vocational department must confront.

Another major difficulty regarding placement is that it is practically impossible to tell how a graduate will succeed on a particular job. It is possible for a student to go through school with a splendid record, and with all the apparent qualifications for a certain occupational field, and yet when placed in that field he may be an absolute failure. It is impossible to make any positive predictions, a factor which makes the responsibility of any placement man doubly burdensome.

3. Competition with commercial agencies: School placement bureaus are interested primarily in the welfare of the student; in seeing that he makes the best practical use of his education. But there are many commercial agencies which are concerned primarily with making profits on placements, usually taken in the form of a percentage of the first year's salary. These agencies do not place emphasis

upon qualifications; merely in filling a position. They offer opportunities for poorly trained individuals to obtain positions which they probably could not otherwise qualify for. The school bureau must make every attempt to meet this unfair competition by educating employers to look for employees who are thoroughly competent.

The placement activities are very important in any institution and must be conducted by trained experts. Placement requires a man with:

1. A knowledge of individuals.
2. A knowledge of occupations.
3. An ability to "sell" his "product" to the employer.
4. An ability to analyze men and occupations together in terms of the most suitable vocational adjustment.

3. By requiring a period of supervised employment.

The purposes and advantages of this plan have been discussed previously.

4. By means of letters and telephone calls.

are asked to keep in touch with the school at all times, and to give notification of changes in employment. It is only if this is done that the follow-up can be of great value to the graduate.

There are several difficulties connected with follow-up which must be considered:

1. It is essential that the employer is kept aware. Many of them object to the idea that they have full control of the employee, and the school should not "butt in." They think that such guidance by the school tends to interfere

Follow-Up Difficulties.

In connection with placement it was noted that often it is hard to tell what the student will actually do when placed upon a job for which he is seemingly well qualified. It is the duty of the follow-up officer to facilitate this adjustment. The follow-up activities are carried on in a number of ways:

1. By visits to employers: The purposes are to find out what the employer requires of the worker, and to familiarize the employer with the capabilities and shortcomings of the employee.

2. By visits to the employee: These visits may be made at the place of business or at home, and are for the purposes of ascertaining how the graduate is progressing, and to give advice which will be helpful.

3. By requiring a period of supervised employment: The purposes and advantages of this plan have been discussed previously.

4. By means of letters and telephone calls: Graduates are asked to keep in touch with the school at all times, and to give notification of changes in employment. It is only if this is done that the follow-up can be of any great value to the graduate.

There are several difficulties connected with follow-up which must be considered:

1. It is sometimes impossible to get employers to cooperate. Many of them adopt the attitude that they have full control of the employee, and the school should not "butt in." They think that such guidance by the school tends to interfere

with the business.

2. It is difficult to administer a follow-up program. The follow-up takes a large amount of time if properly conducted, as graduates are apt to obtain employment quite a distance from the school.

3. It is expensive. To properly carry on a follow-up campaign there must be at least two experts actively engaged in the work, and their salaries and expenses are, as a rule, high. The costs of telephoning, and the printing and sending of letters combine to make the whole program a financial burden. The need for efficiency is evident.

4. Often the student resents follow-up. He does not like to be burdened with reports after he has once obtained a job, and does not realize that the school can still be of help to him in providing for his advancement. There are some students who do not hold the first job for a great while, and change without notifying the school; thus they are lost sight of, and any chance for follow-up is impossible.

The follow-up phase of the guidance program is very important, and should be encouraged, in spite of the many difficulties.

Those who really need it, and to make sure that those who are in greatest need are the ones to be helped first. Part-time work may take the form of employment during the school year or during the summer vacation. In a large city the opportunities are very numerous, whereas in the small-town college the part-time jobs are practically limited to work in the institution itself.

Although the basic aim of this form of employment is to enable the student to stay in college, there are other

advantages which Part-Time Employment. due from it. In

the There are many students who are unable to secure an education unless they find some way of earning money while going to school. The school must make some provision for those cases; facilitate the finding of part-time jobs. This problem is one of primary importance in the college, where the student must pay for his education. The high school pupil should not have to worry about part-time employment, as there are ample provisions for public education.

cases At once there are two conflicting statements which arise, each containing an equal element of truth:

- ing. 1. No person who has such a desire for a college education that he is willing to "work his way through" should be deprived of the opportunity.
- as a 2. No person can receive the maximum benefits from a college education who is compelled to work during all of his spare time.

part The school must reconcile these two truths, and try, if possible, to strike a balance in every case. It is the duty of the vocational guidance department to find part-time employment for those who really need it, and to make sure that those who are in greatest need are the ones to be helped first. Part-time work may take the form of employment during the school year or during the summer vacation. In a large city the opportunities are very numerous, whereas in the small-town college the part-time jobs are practically limited to work in the institution itself.

Although the basic aim of this form of employment is to enable the student to stay in college, there are other

advantages which may in some cases accrue from it. In the first place, where part-time jobs are numerous and many have a chance to get them, they offer opportunities to the boy or girl to earn extra spending money. But it is doubtful whether or not it is wise for anyone to work while in school who is not compelled to do so. In the second place, the part-time job may be a means of obtaining experience in the line of work in which the student is most interested. But only in a very limited number of cases does this actually happen; the majority of part-time jobs are obtained in restaurant work, and in theatre ushering. However, if the student can find work in his chosen field it will be very helpful. Thirdly, there may be a possibility that the part-time job will be of importance as an aid in selection and determination of a career. But the chances are even more remote than in the second case.

In conclusion, it may be stated that the essential purpose of maintaining part-time employment activities is to keep worthy students, who are financially handicapped, in college. Contrary to the general theoretical belief, I contend that this work should be looked upon as purely an economic stop-gap in the majority of cases, as the other advantages accredited to it are little more than remote possibilities.

The Development of the Department.

Every phase of this thesis has been developed under the assumption that guidance can best be administered through a centralized department organized for that specific purpose. There seems to be little need of devoting a great deal of time and space to a proof of this point, as its validity seems very obvious. There is, however, much to be said and done regarding the organization and operation of the department, with particular emphasis upon the selection of personnel and provision of adequate physical equipment.

It must be stated at the outset that no organization "pattern" can be given which will apply equally to each and every educational level, or to each and every school on the same level. The organization and administration of the department will be determined by the size of the school, the size of the community, and the available finances. In this discussion, therefore, an attempt will be made to approximate an average; to assume that any program suggested would be applicable in the great majority of cases. Another important point in this initiatory discussion is that, although the guidance work should be vested in a separate department, this department must not be segregated from others in the institution. Guidance cannot be successful unless those responsible for it maintain close contact with other agencies, both within and without the educational system. This matter will be given detailed consideration later.

One of the greatest defects of the present systems of guidance is that the educational and vocational functions are not combined under one department. While it is being increasingly recognized that vocational guidance requires definite training, educators have failed to realize that the educational phase requires a similar degree of specialization. One of the essential features of the suggested programs given in this thesis will be the merging of these two interdependent functions.

Before discussing the personnel and physical equipment required it is perhaps proper to insert two diagrams presented by Jones (1), which offer a striking contrast between one of the simplest and one of the most comprehensive guidance organizations:

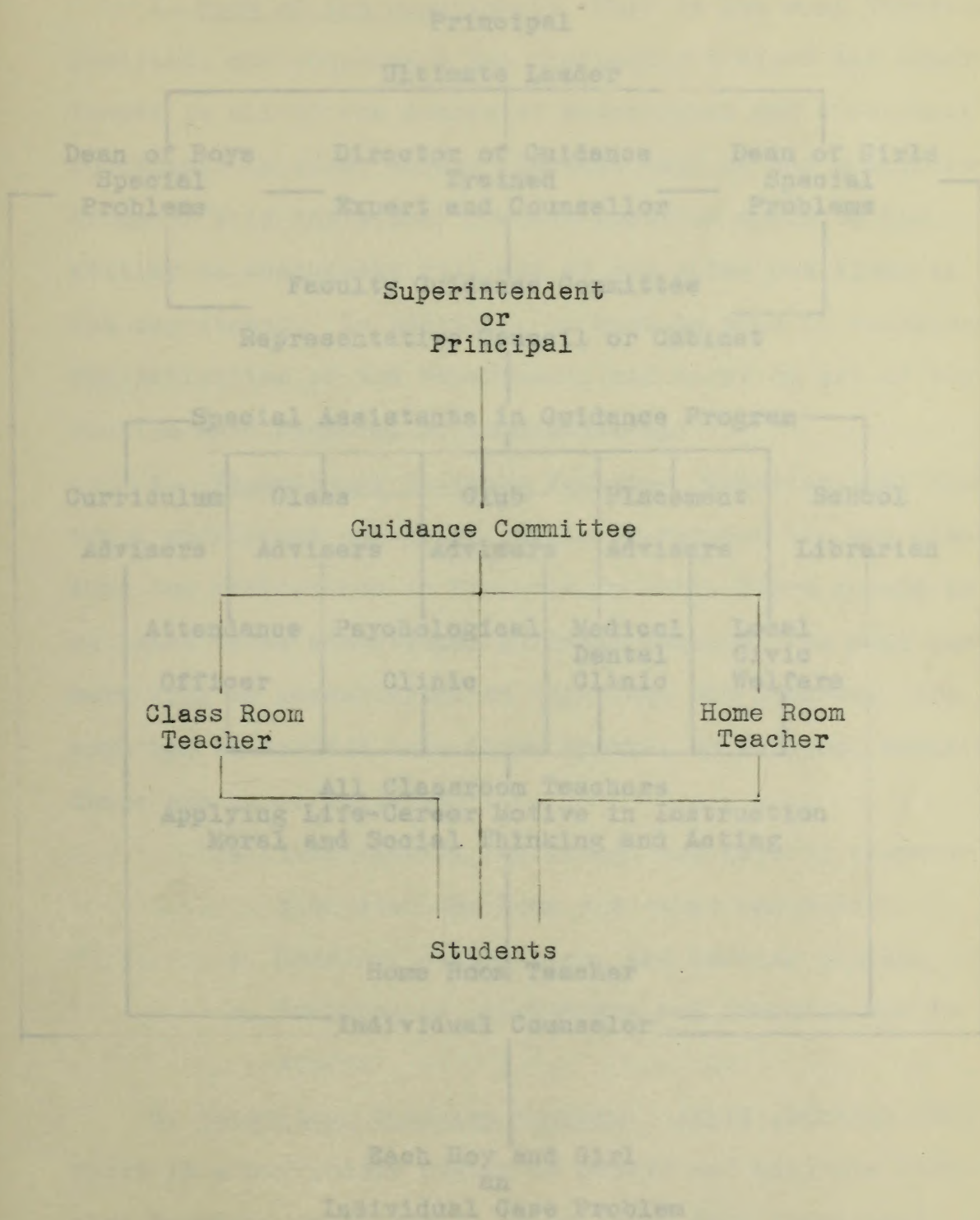
Class Room
Teacher

Home Room
Teacher

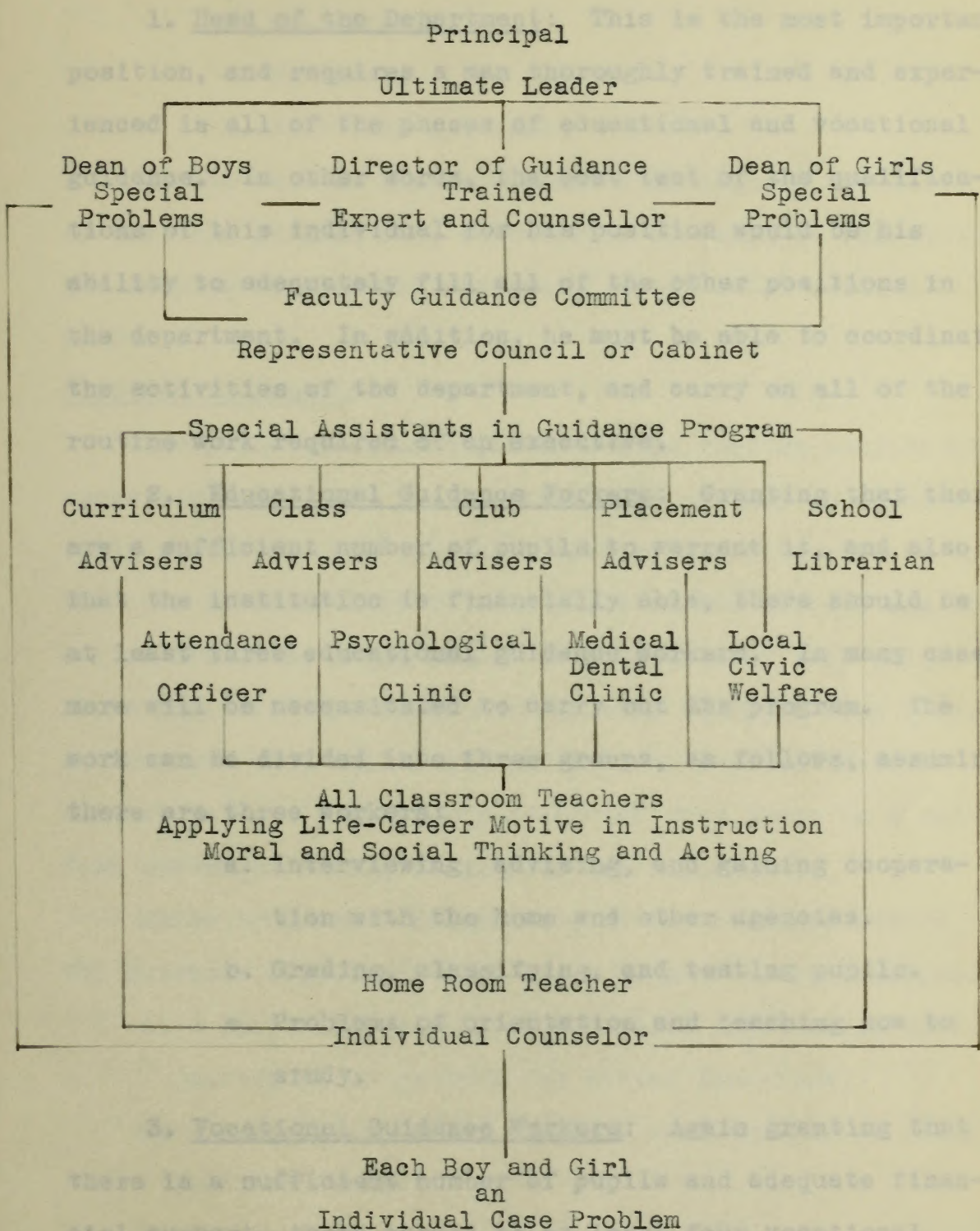
Students

Organization of Guidance in a Large-School System. (1)

Organization of Guidance in a Small-School System. (1)



Organization of Guidance in a Large-School System. (1)



Personnel: A well-organized guidance department should have a staff somewhat as follows:

1. Head of the Department: This is the most important position, and requires a man thoroughly trained and experienced in all of the phases of educational and vocational guidance. In other words, the best test of the qualifications of this individual for his position would be his ability to adequately fill all of the other positions in the department. In addition, he must be able to coordinate the activities of the department, and carry on all of the routine work required of an executive.

2. Educational Guidance Workers: Granting that there are a sufficient number of pupils to warrant it, and also that the institution is financially able, there should be at least three educational guidance workers. In many cases more will be necessitated to carry out the program. The work can be divided into three groups, as follows, assuming there are three workers:

- a. Interviewing, advising, and gaining cooperation with the home and other agencies.
- b. Grading, classifying, and testing pupils.
- c. Problems of orientation and teaching how to study.

3. Vocational Guidance Workers: Again granting that there is a sufficient number of pupils and adequate financial support, there should be at least four vocational guidance workers, to carry on the four phases of the vocational guidance program:

a. Measurement of interests, and the dissemination of occupational information.

b. Placement.

c. Follow-up.

d. Part-time guidance.

4. The work of the department will require the services of one, and perhaps two, secretaries who will be responsible for keeping records and attending to all other routine matters.

Physical Equipment:

The well-organized department will require considerable space, in order that the various functions may be successfully executed. For instance, much of the work will be in the form of interviews to take place in the office, and this office should be large enough to take care of this phase. Above all, the department must be well equipped with files, as they are very important, and must be kept up-to-date and accurate. It is highly essential that there be a uniform system of filing throughout the department.

Aside from other necessities of any ordinary office the guidance department must carry as part of its equipment:

1. A sufficient supply of all tests and testing material necessary to perform the stated functions.
2. A comprehensive and complete bibliography of occupational data.
3. Systematic surveys and analyses of a wide range of occupations.
4. A fairly complete library of recent books pertinent to the subject.

Selection and Training of Counselors.

In the early days when the mode of living was relatively simple and communities were small each teacher could give the pupils a fairly complete picture of the various occupations throughout the community, to which most of them were confined during a whole life-time. There was little need for a vocational specialist. But as the community grew, as business and industry became more and more specialized, as transportation facilities expanded, and as the school organization became more complicated, two things became apparent:

1. The teacher was no longer able to give sufficient time to the study of occupations.
2. The pupil was more in need of vocational information and educational guidance than ever before.

Thus arose the need for the vocational counselor with specific training for his specialized job. Before proceeding it may be well to insert a modern definition of counseling:(1) "Counseling in its broadest sense may be thought of as an endeavor to help boys and girls make the educational, personal, and social adjustments within the school community that will best prepare them to effect desirable vocational, personal, and social adjustments when they become a more definite part of the larger community, in order that they may lead happy and useful lives and may contribute to the happiness and help meet the needs of others."

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1. Report of Subcommittee on Vocational Guidance: White House Conference on Child Health and Protection - Page 40.

The need for a trained counselor can best be realized through an analysis of the essential qualifications of a good counselor "based on the study of 105 counselors made by the American Association of Social Workers, combined with a report of a committee which is working on the whole question of standards for training counselors:(1)

General Education:

The general educational preparation of the 105 counselors included in the study is as follows:

Attended normal school	2
Normal school graduate	3
Attended college	16
Bachelor's degree.	54
Master's degree.	28
Doctor's degree.	2

Certain specific fields of study are, of course, of greater value than others in providing a background and special technique for the duties pertaining to counseling. Among the most valuable are psychology, sociology, economics, with special emphasis on labor problems, and vocational guidance. The number of counselors who had taken one or more courses in the various fields is:

Psychology	103
Sociology.	94
Vocational guidance.	90
Economics (other than labor problems).	79
Labor problems	40

1. Report of Subcommittee on Vocational Guidance. White House Conference on Child Health and Protection. Pages 63-67.

Professional Training:

Professional courses for training vocational counselors and for supplementing the training of those now in service are to be found in many of the large universities. The courses offered by these institutions in the vocational guidance field alone number as many as six and are usually of graduate standing. In addition, special courses in the allied fields of education, economics, including labor problems, sociology, social work, and psychology are usually recommended. . . . The counselor's special equipment must be knowledge and understanding both of occupations and of children, and this equipment the special training courses assist in providing.

Field Work:

Vocational guidance courses should offer the prospective counselor an opportunity to visit industrial establishments, interview workers and employers in various occupations, prepare the findings of such investigations or interviews for use, and become familiar with the best standard of occupational research. It should also bring him into contact with school problems and with the technique used in planning vocational counseling programs, and provide experience in teaching classes in occupations, in holding vocational conferences with individual pupils, and in keeping records.

Personal Qualifications:

The following quotations are taken from a tentative statement of the new requirements for counselors in New York, one of the few states that have established definite standards

for certification: qualifications:

Personality: The counselor needs to have: a personality which will gain and maintain the respect and confidence of young people; the ability to work with fellow teachers and to meet employers and others with whom he must make contacts outside the school.

Maturity: The exercise of good judgment is conditioned largely by a varied and extended experience. This may be expected from mature persons. Valuable as maturity is, counselors should not be appointed who are not physically active and who have advanced to an age when a sympathetic attitude toward the problems of young people has been lost. It does not seem probable that the desirable qualities will be possessed by persons under twenty-five or over forty years of age.

Experience: The range of occupational experience is so great that no person may have all the desirable kinds. Since the greater number of our young people leave school at an early age and enter factory and commercial occupations, experience in these occupations will be valuable. Other experience directly related to guidance problems is: social case work; visiting teacher service; participation in local surveys, and report writing under direction; administrative work in the school grades in which the person expects to work; personnel work in large industrial or commercial establishments."

From an analysis of the foregoing study it may be concluded that there is a specific need for a trained counselor, and that every counselor should meet, at least in part, all

of the following qualifications:

1. A keen interest in people.
2. Good academic background.
3. Business or other experience providing first-hand knowledge of opportunities for work.
4. A sufficient knowledge of mental health.
5. Sympathetic approach to the problems of vocational guidance.
6. Patience.
7. A tactful approach - absence of an attitude which is very apt to offend.
8. An ability to inspire confidence, and to deserve respect.
9. An ability to analyze and arrange essential data logically.
10. Accuracy.
11. The ability to exercise good judgment at all times.
12. An ability to put the desired ideas "across."
13. The counselor must be a good listener - willing to hear the student's side of the case.
14. The counselor must be a good director.

At the present time very little is being done in the colleges to properly train counselors. Some offer courses in vocational guidance, but a check-up would reveal that the students who take such a course are not, as a rule, prospective counselors at all, but those desiring to obtain an "easy mark". Such courses are practically valueless in training an efficient counselor, and after all they are not inculcated in the curriculum for that specific purpose.

Some schools supervise the work of the new counselor through the principal, or some one of the leading officials, but it is evident that such a plan has little merit. In view of the fact that scientific counseling is relatively new, there is crying need for adequate methods of training.

In its report to the National Vocational Guidance Association on February 22, 1930, the Committee on Standard Certification of Vocational Guidance Counselors made the following recommendations regarding training: (1)

"A guidance certificate may be granted upon approval of proper evidence of Personality and Experience as outlined above and the completion of the following courses; providing that in no case shall it be granted to a candidate on a lower educational status than that required for other teachers with whom the candidate is to work. This certificate should be valid for three years.

	<u>Credits</u>
Principles of Teaching, Educational Psychol-	
ogy, Educational Measurements	6
Educational and Vocational Guidance.	2
Vocational Activities or Occupational	
Information, Research and Surveys	2
Methods of Imparting Occupational Information. .	<u>2</u>
Total	12

Renewal of the guidance certificate should be granted upon the completion in each three-year period of six credit hours of work selected from the following courses:

	<u>Credits</u>
*a. Social Problems and Case Work	2

*b. Psychological Tests in Guidance or Advanced Work in Mental Measurements	2
*c. Counseling the Individual	2
*d. Placement and follow-up	2
*e. Principles and Problems of Vocational Education	2
*f. Labor Problems, Labor Legislation and Employment Conditions	2
*g. Research and Surveys in Occupational Information	4
*h. The Junior High School	2
i. Extracurricular Problems and Exploratory Courses	2
*j. Principles of Secondary Education	2
*k. Principles of the High School Curriculum.	2
l. Educational Administration or Personnel Administration	2
m. Sociology	2
n. Economics	2
o. Advanced Psychology or Philosophy	2

Full certification should not be attained until the candidate has:

- a. Met the requirements as stated under Personality and Experience.
- b. Given satisfactory evidence of success as a counselor (not less than two years).
- c. Completed his undergraduate work.
- d. Completed in addition to the courses required for the first certificate 12 credit hours in the starred

courses."

Such a program as the above does not take into consideration the fact that, although most of the present counselors are located in the large cities, there are counselors in outlying districts who could not take the courses prescribed after graduation. But the plan does suggest the possibility of setting up specialized courses of study for those interested in the work of the trained counselor.

ably the most important, and at the same time the most difficult function which the counselor must fulfill, because, as has been previously stated, it is the core of the vocational problem. This function presupposes a knowledge of the best research methods, and the ability to distinguish facts from mere fancies. The most important and best means of providing information is through personal interviews and conferences; thus it is highly essential that the counselor know how to conduct an interview in such a way that the person interviewed and the interviewer will obtain the greatest possible benefit. Successful interviewing is an art the ability for which is possessed by very few. It has been stated many times by leaders in the field that the purpose of every interview should be to:

a. Provide the counselor with information about the student.

b. Provide the counselor with an opportunity to give information to the student.

c. Enable the counselor to learn something about the student.

Analysis of the Duties and Functions of the Counselor.

Almost every writer dealing with this subject sets up a list of duties of the counselor, and no two are in exact agreement. But there are certain duties and functions listed by all which may be safely discussed as those every counselor must be prepared to perform, these will be briefly discussed.

1. Provision of vocational information: This is probably the most important, and at the same time the most difficult function which the counselor must fulfill, because, as has been previously stated, it is the core of the vocational problem. This function presupposes a knowledge of the best research methods, and the ability to distinguish facts from mere fancies. The most important and best means of providing information is through personal interviews and conferences; thus it is highly essential that the counselor know how to conduct an interview in such a way that the person interviewed and the interviewer will obtain the greatest possible benefit. Successful interviewing is an art the ability for which is possessed by very few. It has been stated many times by leaders in the field that the purposes of every interview should be to:

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- c. Enable the counselor to learn something about the student.

Many counselors fail to realize that before they can give helpful information they must have a thorough knowledge of the man being interviewed, most of which can be best obtained through a series of conferences, supplemented by test results. The counselor should know the following things about every individual to whom he intends to give advice:

- a. His ability to learn - general intelligence.
- b. His mechanical aptitudes - special abilities.
- c. His social understanding and intelligence.
- d. His character.
- e. His economic status.
- f. His physical health.
- g. His home environment.
- h. His vocational and avocational interests.

The counselor's duty is to guide, not merely to tell. And this does not necessarily mean that he must arrive at a definite decision in every, or even any, case; none are blessed with perfect judgment. But it does mean that the counselor can help the individual to think for himself, to enlarge the scope of his interests, to "separate the chaff from the wheat." The counselor must keep the individual "on the course", and not allow him to become like a tramp, who cannot get lost because he doesn't know where he is going.

2. Responsibility for course work in guidance: The provision of course work usually falls to the lot of a counselor. The relative merits and faults of a course in guidance have been discussed at length, and it is necessary

at this time merely to present a list of possible objectives of such a course, so that the counselor's duties in this phase may be perceived. The following seem to be valid:

- a. To inculcate a respect for all useful labor.
- b. To enlarge the student's viewpoint as to the number of available occupational opportunities.
- c. To stress the need of thorough training as a prerequisite of success.
- d. To develop a habit and method of analyzing occupation.
- e. To develop a sense of responsibility toward making a choice and beginning preparation for it.

3. Supervision and direction of research work:

Much has already been said regarding the gathering of occupational data, and the counselor is the one who must bear the responsibility. He must know what the best methods of research are, and how to apply them. The educational counselor must be familiar with methods of research in regard to testing, classification of pupils, and grading. The vocational counselor must know how to conduct a valuable research in the occupational field. All research work must be based on the determination to obtain nothing but facts.

4. Interpret test results in terms of vocational fitness:

It is the counselor's duty to know how to interpret test scores, to be familiar with the validity and reliability of the tests given, and to know to just what extent the results of a test can be used in guidance. The writer hopes that if this thesis accomplishes nothing more, it will bring out the fact, which has been repeated several times, that

test results are of very little value when used alone; the counselor must make the recognition of this fact one of his duties.

5. Cooperation with outside and inside agencies with which the student comes in contact: This duty requires a rather lengthy discussion of the various agencies, and will be discussed in a separate section.

6. Recommendations as to curricula changes: The counselor should be the one-best man to suggest curricula changes which will be beneficial in preparing the student for the occupational world. In view of the fact that he is interviewing students he must be thoroughly familiar with the curriculum. On the other hand he has a wide knowledge of occupations; thus he is in a position to note any discrepancies which have arisen between the two. One who is employed strictly as an educational counselor might not be expected to perform this duty, but the vocational counselor certainly is qualified.

7. Performance of routine duties: Every counselor must perform certain routine duties, which vary with each individual case; thus no all-inclusive list can be given. Brewer (1) has stated these duties as follows:

- a. "Have regular office hours for conferences with students, parents, and others.
- b. Gather and file occupational information.
- c. Keep all necessary records.
- d. Make reports to the director, to the placement office."

In conclusion, it may be stated that, above all, counseling must be based first, upon a wealth of occupational information covering a wide range; and secondly, upon detailed information concerning each individual guidance case. The only way in which the counselor can give sane advice is through sound information. He would do well to adopt as his motto the old adage, "A man's judgment is no greater than his facts."

1. Cooperation with other departments of the school or college: The guidance department should cooperate with and obtain the cooperation of, the attendance department, and the teachers. From the standpoint of educational guidance it is important that the attendance record be available to the guidance workers at all times; the student who fails to attend regularly presents a problem in educational guidance and psychology. Other teachers in the institution can be helped in developing the proper student attitude toward guidance, and the research for information. On the other hand, the department can aid the teachers by showing them where the interests of the students are, and by helping to develop proper methods of instruction. In many of the present high school systems we find the visiting teacher; the guidance department can obtain considerable information from this official, and should maintain continuous contact.

It seems needless to state that the various officers in the guidance department itself should cooperate with each

Cooperation of the Guidance Department

With Other Agencies.

There are certain agencies both within and without the school system with which the guidance department must cooperate, and this cooperation must be the result of a mutual feeling. Not only the counselors, but every member of the department should endeavor to establish and maintain contacts with these agencies, in order that the maximum benefits may be obtained from the guidance program.

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It seems needless to state that the various officers in the guidance department itself should cooperate with each

other, but it sometimes happens that an otherwise effective program will be distorted by friction within the department. It is one of the duties of the head of the department to see that all members are working in unison. If there is a psychological clinic in the school, outside of the jurisdiction of the guidance department, a direct means for interchanging information should be established between the two. The same holds true if there is a separate research department.

High schools and junior high schools often foster an organization known as the Parents-Teachers' Association, whose purpose is to bring the parents and the teachers together. A meeting of this organization offers an excellent opportunity for a member of the guidance department to explain what that department is trying to do, and to appeal to both the parents and the teachers for cooperation.

2. Cooperation with outside agencies: There are numerous agencies outside the school system with which cooperation will be of value:

a. The home: The matter of cooperation between the school and the home has been previously discussed, and needs little amplification here. The essential point is to get the parents interested in the career of the student, and in the importance of sound information. The department must maintain the confidence of the parent at all times. For instance, suppose that in a vocational class the student is given a resume' of a certain occupation and his father is engaged in that particular line. If the student goes home

and makes some statement which he has learned and which his father knows to be in error, the parental faith in the department is bound to be shattered.

b. It is essential that the vocational department maintain contact with other employment agencies, such as employers' associations, employees' associations, and the United States Junior Employment Service. Such cooperation will widen the range of occupational possibilities, and make the placement problem less difficult.

c. Other outside agencies: There are several social organizations and associations which offer opportunities for helpful contacts. Payne (1) mentions the following as possibilities: Y.M.C.A., Y.W.C.A., K. of C., Y.M.H.A., Boy Scouts, Child Welfare Association, Big Brothers, Rotary clubs, Elks, Kiwanis, settlement houses, and Boys' clubs.

Conclusion

In concluding this discussion of the organization and administration of the guidance department it seems appropriate to state that every department should at all times give consideration to the rating which it would receive if subjected to the rules of efficiency set forth by Wright and Allen. (1) According to them "an administrative organization will be efficient in proportion as:

1. Responsibility and corresponding authority go together.
2. It embodies simplicity in organization or a necessary minimum of differentiated functions.
3. The responsibilities of each individual are clearly defined.
4. It embodies maximum flexibility.
5. The overhead is at the maximum point of economic efficiency.
6. Responsibilities are clearly understood by all parties affected.
7. All aims are clearly defined and understood in the minds of all individuals constituting the responsible personnel.
8. There is unity of conception on the part of all administrative officials as to the social service to be rendered by the program.
9. Official channels are clearly defined and clearly understood by all members of the administrative personnel.

10. Every individual in the administrative personnel is qualified to discharge the responsibilities that are assigned to him.
11. Responsibilities are delegated to individual members of a personnel with regard to:
 - (a) Character of the responsibility.
 - (b) The special qualifications and abilities of the individual to whom such responsibilities are delegated.
12. The morale is high on the part of the individuals comprising the administrative personnel.
13. The attitude of the personnel is one that favors meeting all community needs.
14. Definite provision is made for the improvement of the personnel.

AND VOCATIONAL GUIDANCE.

Introductory Statement:

It is the purpose of this chapter to provide for an application of the principles and methods suggested throughout the previous discussion to actual programs of educational and vocational guidance.

As this thesis is primarily concerned with guidance at the college level, a detailed and complete program is presented. The writer believes that this program represents a decided improvement CHAPTER VI existing at the present time. It has been constructed with the aim of setting forth a procedure which will successfully combine the elements of practicality, flexibility, and economy.

In considering the high school field, the writer has not endeavored to present a complete program; only the essential features, with emphasis upon necessary changes, are discussed.

AND VOCATIONAL GUIDANCE.

A. Detailed and Introductory Statement:

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In considering the high school field, the writer has not endeavored to present comprehensive analyses; only the essential features, with emphasis upon necessary changes, are discussed.

a. Construction of a standard method of grading.

b. Construction of adequate testing procedures:

1. Intelligence tests.

2. Subject-matter tests.

c. Organization of orientation activities.

d. Teaching how to study.

II. Equipment Necessary: (Aside from the general office equipment)

A. Tests.

1. General Intelligence. A standardized group test shall be used. One of the following will be suitable:

A. Detailed Analysis of a Program for the College Level:

Educational Guidance:

I. Organization and Administration:

A. Personnel. Number dependent upon the size of the institution:

1. At least one specifically trained counselor, with the following duties:

- a. Interview students.
- b. Advise students.
- c. Maintain cooperation between the department and other agencies, both within and without the institution.

2. Educational guidance workers, holding at least a bachelor's degree, with the following duties:

- a. Construction of a standard method of grading.
- b. Construction of adequate testing procedures:
 1. Intelligence tests.
 2. Subject-matter tests.
- c. Organization of orientation activities.
- d. Teaching how to study.

II. Equipment Necessary: (Aside from the general office equipment)

A. Tests:

1. General Intelligence. A standardized group test shall be used. One of the following will be suitable:

- a. Otis Group Intelligence Scale.
- b. Revision of Army Alpha.
- c. Thurstone Psychological Examination.
- d. Terman Group Test of Mental Ability.
- e. Thorndike Intelligence Examination.

2. Special ability: The tests used will vary according to the type of college.

In a college of business administration the following could be used:

- a. Bookkeeping Test: Elwell and Fowlkes.
- b. Examination in Clerical Work: Thurstone.
- c. Test for Ability to Sell: Moss, Wyle, Loman, Middleton.
- d. Prognosis Test of Teaching Ability: Cox and Orleans.
- e. Stanford Scientific Aptitude Test: Zyve.

3. Forms regarding application and scoring of tests, including scoring "keys".

B. Filing Cabinets:

1. For the keeping of tests, and other printed materials.
2. For the keeping of information regarding students:
 - a. Marks.
 - b. Personal history.
 - c. High-school record.
 - d. Results of interviews.

3. For the keeping of information regarding current educational research.

C. Information regarding courses:

1. A detailed description of every course offered in the college; name of the instructor.

D. Recent books pertaining to educational guidance.

III. Procedures to be Followed:

A. Orientation of the Student:

1. Freshman Week:
 - a. During the week each new student is to interview an educational counselor, with a view to receiving assistance in registering, becoming known to the vocational department, and making social contacts. This gives the counselor a chance to gain important information at the very outset.
 - b. A rigid physical examination.
 - c. Administration of tests:
 1. One of the group tests mentioned, to be given by a thoroughly trained member of the department.
 2. Test of ability in English, whereby the student writes a personal history based upon a questionnaire constructed for that specific purpose.

3. For the keeping of information regarding

current educational research.

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pose.

B. How d. A series of lectures, conducted by

1. During educational guidance workers and

Pres counselors: complete a second inter-

view 1. History of the institution.

2. Library facilities.

3. Health maintenance.

4. Budgeting of time and money.

e. Social activities, sponsored by the college:

1. Dances, rallies, involving intro-

duction to college officials.

2. Class organization, under the di-

rection of a member of the educa-

tional guidance staff.

2. Choice of Curriculum:

a. In charge of the educational guidance staff, not faculty advisers.

b. Advice to the student based upon:

1. High school record.

2. Expressed interests and inclina-

tions, coupled with demonstrated

high-school ability.

3. Results of psychological test.

4. Avocational interests, determined

in the initial interview.

5. Recognition of the particular

subjects in which the student

shows a weakness.

The department can, at the

B. How to Study:

1. During the third week of classes each Freshman is to complete a second interview with an educational guidance counselor. The purposes will be to:
 - a. Enable the counselor to determine which students have not cultivated proper study habits, so that individual treatment may be possible, and helpful advice given.
 - b. Show every student the importance of setting up study habits which will be of value, not only for immediate purposes, but in later life. The problem-solving attitude must be stressed, as well as the budgeting of time.
 - c. Instruct every student to study with an open and critical mind.
 - d. Impress upon the student the importance of using a dictionary.
2. To insure that at least some of the instructions are carried out, the following requirements are to be fulfilled:
 - a. Every student is to present a monthly report of the method used in studying, the daily schedule, hours and place of study, and changes made in the method. The department can, at the

end of the year, compare the method with the grade received, for the purpose of guiding the next class.

b. Carefully constructed notebooks are

to be required in at least three

courses, to stress the importance

of adequate and systematic note-taking.

c. In the English classes there are to

be definite assignments involving

the use of the dictionary.

C. Treatment of Special Cases:

1. Students having a low grade in more than

one subject are to be privately inter-

viewed by an educational counselor with

the purpose of determining the cause, and

making a suitable adjustment. In determin-

ing the cause the counselor will consider

the following possibilities:

a. Inefficient study habits.

b. Lack of interest in work.

c. Physical handicaps.

d. Mental deficiencies.

e. Nervousness, worry.

f. Interference of social and athletic

activities with work.

D. Maintaining Proper Balance Between Cultural and Practical Courses:

1. The guidance department is to make sug-

gestions to the college officials as to

the maintenance of this balance.

2. A certain number of both types of courses are to be included in the required program of every student.

E. Maintaining Proper Balance Between College Work and Extra-Curricula Activities.

1. The number of activities in which a student may take part are to be determined by the effect of these activities upon his grades. No definite rulings are to be made, but the guidance department is to be vested with the power to curtail a student's participation when such is deemed necessary.
2. The above statement applies to athletic activities as well as social.

F. Library Facilities:

1. The department is to keep the college library informed as to the books, pertaining to guidance, which should be found on the shelves.
2. Books are to be recent publications.

IV. Measurement of Results:

- A. The responsibility for the marking system shall be vested in the vocational guidance department, to be directed by the educational guidance experts. At the beginning of the year, at a meeting attended by the head of each department, an educational counselor shall set forth the

rules as to grading. These rules will be as follows:--

1. All departments are to use the same grading basis.
2. The grading system shall be as follows:
 - A--Honors. Very high achievement.
 - B--Commendable. Achievement above normal.
 - C--Passing. Normal achievement.
 - D--Low passing. Achievement below normal.
 - F--Failure. Very low achievement.
3. The final mark given in all courses shall represent only achievement, and shall not be in any way dependent upon:
 - a. The amount of work done.
 - b. The personality of the student.To this end, each instructor shall be required to mark the student on the two factors mentioned above, but the achievement grade only shall be the basis of credit.
4. As the marks are to be based upon achievement, where there are 75 or more students taking the same course, the marks shall be distributed in accordance with the "normal distribution". Although the marks should not be forced to fit any specific percentage, they should approximate the following:

A -- 7%

B -- 24%

C -- 38%

D -- 24%

F -- 7%

5. As the marks are to be based upon achievement care must be taken to determine, through prognosis, the level of achievement of each pupil at the beginning of the course. This may be fairly accurately ascertained by means of tests constructed from the contents of each phase of the course.
6. As the marks are to be based upon achievement the subject-matter tests shall be constructed with this one measurement in mind. Each department may make its own decision as to what type of test to use, but it is suggested that a combination of the new-type and essay type examinations be given. It matters little which type is used, providing the results represent:
 - a. A measurement of achievement.
 - b. Validity.
 - c. Reliability.
 - d. Objectivity.
7. The head of each department shall be responsible for the assurance that every

Vocational Guidance

I. Objectives

A. Purpose

student in every course thoroughly understands the system; also that instructors understand it, and adhere to it.

8. In summary, the motto of every department may well be, "A mark is 'earned', not 'given'."

a. Conduct of vocational interviews, with the aim of determining vocational fitness.

b. Carrying on of placement activities.

c. Supervision of the collection and arrangement of vocational information.

d. High vocational testing, and vocational counseling.

e. Vocational guidance system, leading at least a bachelor's degree, with the following duties:

a. Collection and classification of vocational information.

b. Carrying on of placement work in cooperation with the department of vocational guidance.

c. Supervision of the collection and arrangement of vocational information.

d. Supervision of the collection and arrangement of vocational information.

e. Preparation for follow-up activities.

II. Methods of Instruction Aside from the general

office regulations, the following

are to be observed:

1. Interview: One of the following interview

types shall be used:

Vocational Guidance:

I. Organization and Administration:

A. Personnel. Number dependent upon the size of the institution:

1. At least one specifically trained counselor, with the following duties:
 - a. Conducting of vocational interviews, with the aim of determining vocational fitness.
 - b. Carrying on of placement activities.
 - c. Supervision of the gathering and arrangement of occupational information, vocational testing, and vocational research.

2. Vocational guidance workers, holding at least a bachelor's degree, with the following duties:
 - a. Collection and classification of vocational information.
 - b. Carrying on of classroom work in guidance, including administration of vocational tests.
 - c. Cooperation with outside agencies.
 - d. Provision for part-time employment.
 - e. Provision for follow-up activities.

II. Equipment Necessary: (Aside from the general office equipment).

A. Tests:

1. Interest: One of the following interest tests shall be used:

Vocational Guidance:

I. Organization and Administration:

A. Personnel. Number dependent upon the size

of the institution:

1. At least one specifically trained coun-

selor, with the following duties:

a. Conducting of vocational interviews,

with the aim of determining vocational

fitness.

b. Carrying on of placement activities.

c. Supervision of the gathering and

arrangement of occupational infor-

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lowing duties:

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c. Cooperation with outside agencies.

d. Provision for part-time employment.

e. Provision for follow-up activities.

II. Equipment Necessary: (Aside from the general

office equipment).

A. Tests:

1. Interest: One of the following interest

tests shall be used:

- III. The Program
- a. Strong Vocational Interest Blank.
 - b. Hepner Vocational Interest Quotient.
 - c. Specific Interest Inventory: Stewart and Brainard.

2. Personality: One of the following shall be used:

- a. Allport A-S Reaction Study.
- b. Bernreuter Personality Inventory.
- c. Thurstone Personality Schedule.

3. Social Intelligence:

- a. Social Intelligence Test: Moss, Hunt, and Omwake.

B. Filing Cabinets: Files for the keeping of information regarding the student and the results of current research are to be accessible to both the educational and vocational guidance workers. In connection with vocational guidance the following files are necessary:

1. For the keeping of occupational information.
2. For the names and businesses of employers who may be contacted, regarding both full-time and part-time employment.
3. For the keeping of information regarding graduates who have been employed, for follow-up purposes.

C. Recent books pertaining to vocational guidance.

III. The Procedures to be Followed:

A. Gathering Occupational Information:

1. The specifically trained counselor shall be responsible for the construction of a program for gathering information.
2. The vocational workers who are to obtain the data are to be instructed at the beginning by the counselor. There must be a guarantee that there will be a certain amount of uniformity. But the importance of giving particular consideration to peculiar situations must not be under-estimated.
3. The counselor shall make a detailed survey of the important local occupations, and those which graduates have entered. This survey shall be the result of personal research, and shall particularly emphasize changing conditions. The purpose of this initial study shall be to determine what must be done in each field, so that a program can be constructed.
4. The vocational guidance workers are to make the necessary investigations, which shall be constructed through:
 - a. Personal interviews with executives and workers.

b. Research information.

c. Data on occupations which are a long distance from the institutions will have to be, by necessity, largely based on research and correspondence information.

5. The guidance workers shall be fully trained by the counselor in the methods of making job analyses, which will be required in practically all cases.
6. A definite form shall be drawn up, which the guidance worker must follow, giving the routine information which is to be obtained in connection with every occupation. The workers must be relied upon to supply the factors which are peculiar to each individual field.
7. After the surveys have been completely compiled and systematically arranged the work is not done. At least one worker shall be given the duty of making frequent "check-ups" to keep the information up-to-date and accurate.

B. The Method of Guidance:

1. Junior Year:

- a. The class shall be divided into sections of approximately thirty-five or forty students, each section meeting once a week for a period of two hours,

throughout the year.

- b. The classes shall be conducted by vocational guidance workers, with the following purposes:

- I. To impress upon the student the necessity for giving thought to the vocational problem.

- II. To present an analysis of at least one occupational field at each meeting. In this way approximately thirty-five fields can be discussed.

- III. To give each student an interest test, a social intelligence test, a personality test, and a series of special ability tests.

- IV. To encourage the student to seek the advice of the vocational counselor.

- c. The analyses given shall be in outline form, based upon the completed survey to be found at the office.

- d. In order to assure that students obtain the desired knowledge of the whole range of occupations, credit shall be given for the course, based upon this acquired information.

2. Senior Year:

- a. During the first four weeks of the year

each member of the class shall be required to conduct a personal interview with the vocational guidance counselor. The essential purpose of this interview is to determine the three occupational fields into which the student is best fitted to enter.

b. The determination of the three fields is to be based upon a composite of:

I. The expressed vocational interests of the student at the time of the interview.

II. The expressed avocational interests of the student at the time of the interview.

III. The results of the interest test.

IV. The results of the social intelligence test.

V. The results of the personality test.

VI. The general intelligence rating.

VII. The results of special ability tests.

VIII. The college record.

IX. General information, including physical handicaps, racial factors, and financial status.

c. Between November 1 and March 1 each member of the class must have completed three vocational interviews with either

the counselor or one of the vocational guidance workers. At each interview the student is to receive additional detailed information regarding one of

c. Provision the three chosen fields. Particular
1. Max emphasis is to be placed upon the ways
of entering the occupation.

d. At the time of each interview the student is to be assigned the responsibility of obtaining and carrying on an interview with a person engaged in the particular occupational field of discussion. This means that each student must make three outside interviews, which must be completed by April 15.

e. One general meeting of the whole class will be held some time in April at which the counselor will stress the importance of real concentrated effort on the part of the student in seeking future employment. The inadequacy of relying solely on placement by the department will be pointed out.

f. On May 1 each member of the class will present a report giving an analysis of the year's vocational efforts, a statement of the particular field to which the greatest attention will

be given, the reasons for the selection, and a plan for obtaining employment. This report will be the basis of credit.

C. Provision for Placement:

1. Making contacts with employers:

- a. When the counselor makes the initial survey he shall endeavor to gain the cooperation of the employers to the extent of having them apply to the college when new men are needed.
- b. Employers living at a distance may be contacted through letters and circulars describing the institution, including a discussion of the guidance procedure.
- c. Graduates of the college, who are in employer positions are certain sources of contact. Those who have employed graduates in the past must be communicated with frequently, in order that the contact may be maintained.
- d. The department shall maintain contact with all local employment agencies.

2. Handling requests from employers:

- a. When the counselor receives notice of an opening from an employer he shall immediately refer to the information at hand to determine those students

- who have selected the particular occupation as one of the three which they are to follow.
- b. If there are a greater number of students available than it seems practical to notify of the opening, the counselor shall decide upon those who seem to have the best qualifications, and the greatest interest.
 - c. The students are to be requested to report to the counselor, at which time the position will be briefly described, and arrangements made for an interview with, or a letter to, the employer.
 - d. A complete record shall be kept of all placements made, interviews obtained, and positions referred to.

3. Part-time activities:

- a. The procedure shall be practically the same as in the case of full-time employment, except that the employer contacts will be of a different nature.
- b. Before a student is given part-time employment it is highly essential that the guidance worker responsible for this activity investigate the case thoroughly, to determine whether or not it is one of absolute necessity.

D. Follow-up Activities:

1. Those responsible for these activities shall have recourse to all records regarding the graduate, particularly placement information.
2. There will be no definite obligation on the part of the graduate to make reports to the department. The granting of a degree will be in no way dependent upon a period of supervised employment. Such a procedure is lacking in definite, tangible, practical value.
3. Shortly after a student has been placed, and at intervals of from two to three months, for a period of at least two years, follow-up will be carried on. Both employer and employee are to be interviewed, if possible. Where personal interviews are impossible letters or telephone calls may be resorted to.
4. The purposes of the follow-up procedure shall be:
 - a. To acquaint the employer with the characteristics and capabilities of the employee.
 - b. To assist the employee in making a satisfactory vocational adjustment.
 - c. To keep the department informed as to the progress of the graduate.

- B. The Senior High School
5. The department shall keep a record of the whereabouts of all graduates, even after a period of years. Some of them will undoubtedly be employers later on, and present a means of contact for placement purposes.
 6. The follow-up activities are not to be given nearly as great attention as the other important phases of vocational guidance. The policy of the department is to be that the essential adjustment is to be made by the graduate himself - the other phases of guidance, if properly conducted, will insure that this adjustment is satisfactory.
- The information given must stress local conditions, as the average graduate enters the local field. The information should be compiled by the counselor, based upon personal investigation. Arrangements should be made for individual vocational interviews, similar to the procedure presented in detail in an analysis of the collegiate field.
- The individual case must be given particular attention, especially in the determination of whether or not a student should go to college.
3. The present procedure, in the majority of cases, is to have the student select a particular course of study the very first day of school. This is unsound and should be remedied. All the average

B. The Senior High School Program.

1. There should be a central department to handle all problems of vocational and educational guidance. This department should be headed by a person trained in the technique and problems of both forms. The number of counselors and workers will be determined by the size of the school, but there should be at least one counselor trained in vocational guidance, and one trained in the problems of educational guidance. Teachers should not be given the added burden of carrying on guidance functions, for which they are not specifically trained.
2. There should be classes throughout the senior high school course from which the student is to receive information regarding occupations. The information given must stress local conditions, as the average graduate enters the local field. The information should be compiled by the counselor, based upon personal investigation. Arrangements should be made for individual vocational interviews, similar to the procedure presented in detail in an analysis of the collegiate field.

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3. The present procedure, in the majority of cases, is to have the student select a particular course of study the very first day of school. This is unsound and should be remedied. All the average

student knows about the course to choose is what he is told by his parents or older friends. It is recommended that freshmen be given a series of lectures at the beginning of the year, explaining the various courses of instruction. During the same period a standardized group intelligence test should be given. After the lectures each student should make his choice in an interview with the educational counselor, based upon:

- a. Elementary or junior high-school record.
 - b. Expressed interests.
 - c. General intelligence rating.
 - d. Financial status. (A pupil who is going to be financially unable to attend college should not take the classical course.)
4. Students should be given accurate and systematic information regarding colleges. In the first place, assistance should be given in deciding whether or not the student should go to college, considering:
1. General intelligence rating.
 2. High-school preparation and marks.
 3. Financial status.
 4. Whether or not the pupil enjoys studying.

When those who are properly equipped to go to college have been determined, they should be given information both collectively and individually regarding the colleges which the majority of graduates enter. This information should be unbiased and given by a member of the guidance department, not

representatives of the institutions involved.

Such things should be discussed as:

1. The courses of instruction.
 2. The requirements for admission.
 3. The opportunities for specialization.
 4. The status of graduates.
 5. The social environment.
 6. The athletic facilities.
5. The vocational guidance program must be based upon a recognition of only those positions which the high-school graduate can assume. Those who are going to continue their education need not receive a great deal of vocational guidance, but for the majority some definite plan must be adopted. For imparting occupational information, a variation to suit the high-school level, of the plan suggested for the collegiate field may be used. Classroom and individual instruction should be combined.
6. One of the greatest needs in the high-school field is a uniformity of marking systems. This applies to each individual school as well as to the schools taken as a whole. Until a uniform system for high schools is widely accepted, the marks are practically useless to a college as a basis of entrance. The ideal situation would be to have a uniform system adopted by all high schools, but this is not within the realm of present possibility. But each school can do something in itself, and the plan suggested in connection with the college may be introduced successfully into any senior high school.

7. Pupils in the senior high should be classified,
 1. and this classification should follow the plan should to be suggested in connection with the junior high be deleg school.
8. The present means of cooperation between the school proper and the home are, for the most part, inadequate. work. The writer does not favor the practice of having difficult an elaborate personnel structure composed of school visitors, attendance officers, and various other important seemingly unnecessary officials. The only valid exempli reason for obtaining information regarding the home and impr environment is to assist in giving the pupil the a senior necessary instruction. The one who should obtain high ed this information is the teacher, as he is the one the boy who must make use of it. If a school visitor is local co employed, and receives a wealth of information, it 3. may be entirely useless to the teacher. The reason for this is that the school visitor does not understand the classroom problems, or is not sufficiently acquainted with the activities of the pupil in class. Here is one phase of the guidance problem which cannot be confined to the guidance department; each individual teacher must be responsible for obtaining the maximum possible degree of cooperation between the school and the home.

9. Detailed studies of senior high schools or

trade schools in the community, with a view

to the proper selection of the pupils from

junior high schools

C. The Junior High School Program.

1. The guidance program of the junior high school should be handled in a central department, and should not be delegated to the home-room teacher, as is the case in so many schools. The home-room teacher has neither the proper training or sufficient time to carry on guidance work. The program should be under the direction of specifically trained counselors.

2. In general, educational guidance should be most important in the junior high school. If nothing more is accomplished, the counselors may feel satisfied if they can impress upon each pupil the value of obtaining at least a senior high school education. Guidance in the junior high school should be centered around the idea of "keeping the boy or girl in school." However, a brief survey of local occupations should be given.

3. The important topics covered should be as follows:

a. The values of obtaining a satisfactory education; the importance of good attendance.

b. Brief analyses of local occupations involving the work done, the importance of the occupation in the community, the outstanding characteristics, the code of service, and a familiarity with men who have been successful in the field.

c. Detailed studies of senior high schools or trade schools in the community, with a view to the proper selection upon graduation from junior high school.

- d. An appreciation of the value of each major subject as a preparation for life-work, no matter what specific occupation is chosen.
- e. One of the best ways to impress upon the student the value of an education is to present tables or charts showing the average income of the junior high school graduate as compared with the average income of the senior high or college graduate.

4. Junior high school pupils should be classified, for purposes of teaching. Classification should be based solely upon achievement; not upon intelligence or previous school marks. This means that attention must be given to the rate of learning, as mentioned previously in this thesis. On the basis of achievement, the pupil who learns slowly must be placed in one of the lower groups when classification takes place. Classification implies a certain amount of individualized instruction on the part of the teacher; it means more work, and for this reason is often carried on in a most inefficient manner. The aim is to have the achievement for each pupil on an equal basis at the end of a course.

One of the greatest difficulties which must be faced is that many schools cannot afford to have a class divided into three or more sections; but an elimination of some of the unnecessary activities and practices which have been noted in this thesis will remedy the situation. A class should be divided into at least three sections, one composed of students of superior achievement, one representing average achievement, and one for the inferior pupils. Sectioning should not take place until at least three weeks

after the beginning of the year, and should be based solely on the results of at least two achievement tests. All sections should be given the same general material, and the procedure might be as follows:

- a. The average section will be given the material presented in the same way as during the first level of the three weeks.
- b. The superior section will be given the same material, plus an opportunity to do some work in other fields of interest.
- c. The inferior section will be given the same material with greater detail, and more explicit explanation.

Once the sections have been determined, they should not necessarily be kept intact until the end of the course. Some pupils in the inferior group, for example, may demonstrate in a test that through increased effort their achievement has been raised; they are entitled to be promoted to a higher section. The reverse might also be the case. The procedure matters little, providing the aim is ultimately realized.

5. In general, the guidance work in the junior high school may be of a group nature, and not greatly individualized, except in the treatment of special cases. There is one notable exception to this statement. There exists in some cities and towns a condition in which there is a junior high school and a regular four year high school. The problem of making a successful transition is very difficult, and requires a considerable amount of individual instruction

to prepare students for entrance upon a specialized high school course in the second year.

6. The guidance department must be responsible for the assurance that there is maximum cooperation between the junior and senior high schools. Junior high school courses must be developed from the standpoint of the achievement level of the senior high school courses, and also the entrance requirements. The senior high school expects that the student will know certain definite things when he enters; it is the duty of the guidance department to determine what these elements are, and to make sure that they are amply provided.

7. What is said regarding marking systems and cooperation between the school and home in connection with the senior high school applies equally well to the junior high school field.

8. It must be remembered that the whole junior high school movement is, or was originally intended to be, based upon the principles of guidance. The main functions should be those of an exploratory and try-out nature. Therefore it is most essential that the principal of such a school be a man well trained in the meaning and methods of guidance.

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A. A Summary of the Requirements of an Adequate Program of Educational and Vocational Guidance.

In this thesis there have been presented many suggestions for an adequate program of guidance, some of which have major significance whereas others are of minor importance. In summary, it may be definitely stated that any satisfactory program of educational and vocational guidance should be based upon a recognition of the following points:

CHAPTER VII

1. There should be a centralized department, in which both forms of guidance are systematically organized.

2. The personnel of the department should consist of specially trained staff for guidance work. Some must have thorough training in educational guidance; others must be trained for the vocational phase.

3. Particular emphasis should be placed upon treatment of each individual as an individual case.

CONCLUSION.

4. The department should have a wealth of information regarding occupations; this information must be accurate, up-to-date, and detailed.

5. There should be a uniform system of grading, based solely upon a measurement of achievement.

6. There should be close cooperation between the guidance department and the school, the home, employers, and other outside agencies.

7. The student should receive individual instruction in meeting the problems of orientation, choice of curriculum, and how to study.

8. The true value of all forms of testing should be fully realized, in order that testing may be conducted in

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 8. The true value of all forms of testing should be fully realized, in order that testing may be accorded its

proper place in the program.

9. The curriculum should be constructed with the aim of affording proper balance between cultural and practical courses.

10. The utter uselessness of all so-called pseudo-scientific methods should be fully comprehended.

11. Pupils in the high schools should be classified; the basis of classification being present achievement.

The economic effects of a well-conducted guidance program upon such conditions as those in existence are apparent. Guidance aims to eliminate vocational misfits, and to prepare the individual for a definite place in the outside world. Guidance purposes to send men from schools and colleges with the necessary equipment; no longer do we find the apprentice system prevailing in a majority of industrial establishments. Industries no longer have to sacrifice efficiency to give new men a chance to learn "the trade". On the contrary, the proper selection of men through guidance creates a notable advance in industrial efficiency. The inevitable result is an increase in the quality of output, and in the quality of men chosen for executive positions. The economic significance of this condition is apparent.

From the standpoint of the individual the guidance program has a decided economic advantage. The man whose life's work is devoted to that for which he is best fitted, and in which he is most interested, is able to demand a more sizeable income than the man who is known as a "Jack-of-all-trades". Proper training in the field of greatest

B. The Economic Significance of a Suitable Guidance Program:

In the last analysis, the underlying purpose of guidance is to facilitate and make more accurate the adjustment of the individual to the world of business and industry. At present industry demands the specialist, a man trained to carry out a specific function in the long sequences of production and distribution. Executive and clerical functions are also greatly specialized.

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interest results in a high economic status for the individual, and at the same time tends to raise the general level. Of course there may be grounds for saying: Probably the greatest value of guidance to the individual is the feeling of satisfaction resulting from work which is interesting. If a person prefers repetitive tasks, he will obtain a great deal of satisfaction from them, whereas a man of high intelligence and a creative mind detests anything with a semblance of routine. This point has an economic aspect, both as regards the industrial world and the individual.

An observer might be tempted to assert that these economic effects have not been apparent in the past. This is no doubt true, and is due to the fact that there are very few satisfactory guidance programs. When a program similar to the one suggested is adopted by a majority of the schools and colleges throughout the country, the economic significance will soon be felt.

There are two distinct limitations to a realization of the ideal goals of guidance. First, the occupational world is constantly changing; new processes and methods are being developed; scientific discoveries are continually altering the "old order". This means that the methods and means of guidance will by necessity need constant revision, a factor which must inevitably hinder the attainment of perfection. Secondly, as has been demonstrated in this thesis, there is a decided instability of interest at the ages when guidance is most necessary. Nothing can be done to mechanize the human mind in this respect.

C. The Ultimate Possibilities of Guidance:

The whole movement is still in its infancy, having started about 1911. Of course there may be grounds for saying that guidance was thought of at the time of Plato, if one wishes to distort the meaning of the word. From the point of view of the modern interpretation the movement is relatively new. Thus the future is most uncertain.

If progress continues at a rate commensurate with the past few years, the outlook is hopeful. Educators are beginning to realize what the important problems are; they are at least giving serious consideration to this new element, and are according it a place in the educational system. The greatest need today is for the trained expert; guidance will soon cease to be based upon mere haphazard procedures and become highly systematized. The danger here is that it may become too static, thus losing the element of flexibility, which is highly essential.

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In the past guidance has been accorded only passing interest by the great leaders of industry and commerce. It was the general belief that economic development centered wholly around the problems of production and distribution. But development in these fields has reached the stage at which further exploitation does not offer great possibilities. Slowly the realization is growing that the greatest opportunities for the future are to be found in the field of personnel. It is the genuine belief of the writer that the growth of this latest movement will be accompanied by a steady advance in scientific guidance.

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